



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on May 18, 2026 at 3:49 PM PDT

Date and Time

Thursday May 21, 2026 at 4:00 PM PDT

Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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

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

Agenda

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

	Purpose	Presenter	Time
A.	Roll Call		
B.	Call the Meeting to Order		
	CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 4:00 PM, or as soon thereafter as possible.		
C.	Public Comment		3 m
	INVITATION TO ADDRESS THE BOARD: Non-Agenda, Agenda, and Closed Session items.		
	Summary: The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your rights to address any action item, please notify the Executive Director's Office of your desire to speak by noon the day prior to the Board Meeting; however, we will also make comment cards available at the podium. Those requesting to address the Board will have a total of two (2) minutes.		
	The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the Board members are not permitted to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussion at a future meeting.		
	If anyone has any questions or concerns, please contact the Executive Assistant to the Superintendent/Commandant Liaison Mr. Carlos Rodriguez at crodriguez@omiacademy.org .		
D.	Ordering of the Agenda		
III.	Public Hearing		4:03 PM
	<i>The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the proposed 26-27 budget and the 2026-2027 Local Control Accountability Plan.</i>		
A.	2026-2027 Local Control Accountability Plan (LCAP)	Mary Streshly	3 m
	<i>The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the Local Control Accountability Plan.</i>		

	Purpose	Presenter	Time
	includes Local Indicators LCFF		

B.	2026-2027 Proposed Budget	Jessika Welcome	3 m
	<i>The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the proposed 26-27 budget.</i>		

IV. Approval of Consent Items 4:09 PM

A.	Minutes of February 26, 2026 Board Meeting	Approve Minutes	Carlos Rodriguez	1 m
B.	Personnel Report		Kathryn Wong	5 m
C.	New Contracts		CMSgt (CA) Thomas James	10 m
D.	2026-2027 Academic Calendar		Kathryn Wong	2 m
E.	2026-2027 Course Catalog		Shawna Lipsey	3 m
F.	Job Description: Executive Director of Administrative Services		Mary Streshly	2 m
G.	Curriculum Textbook List		Jonathan Pike	2 m

V. Cadet Commander Report 4:34 PM

A. Cadet Commander's Report

VI. Superintendent's Update

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

- Class of 2026 Summary (Statistics, Acceptances, Scholarships)
- Charter Renewal Update/Timeline + Board obligations - self evaluation and group interview
- Preliminary CAASPP Results

	Purpose	Presenter	Time
A. Class of 2026 Summary			
VII. Items			4:34 PM
A. Public Hearing: 2026-2027 Local Control Accountability Plan	Discuss	Mary Streshly	15 m
• LCAP Local Indicators LCFF			
B. Public Hearing: 2026-2027 Proposed Budget	Discuss	Jessika Welcome	15 m
C. Financial Update		Jessika Welcome	5 m
D. Recruiting Update		MSG Michael Traver	5 m
E. Approve 2026-2027 Board Meeting Dates		Mary Streshly	2 m
VIII. Board Member Comments			
IX. Closing Items			5:16 PM
A. Adjourn Meeting	Discuss	Jerry Brown	1 m

Coversheet

2026-2027 Local Control Accountability Plan (LCAP)

Section: III. Public Hearing
Item: A. 2026-2027 Local Control Accountability Plan (LCAP)
Purpose:
Submitted by:

BACKGROUND:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026-2027 LCAP year must be posted as one document.

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

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

The LCAP serves the following purposes:

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

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

RECOMMENDATION:

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

staff may bring our Local Control Accountability Plan on June 11, 2026 suitable for Board approval/adoption.

Coversheet

2026-2027 Proposed Budget

Section: III. Public Hearing
Item: B. 2026-2027 Proposed Budget
Purpose:
Submitted by:

BACKGROUND:

Jessika Welcome, our Vertex Education Fiscal Services Advising CFO, will present our 2026-2027 budget, including budget attributes, budget assumptions and multi-year projections.

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the budget as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring a budget on June 11, 2026 suitable for Board approval/adoption.

Coversheet

Minutes of February 26, 2026 Board Meeting

Section: IV. Approval of Consent Items
Item: A. Minutes of February 26, 2026 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on February 26, 2026

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on February 26, 2026.

RECOMMENDATION:

The OMI Board of Directors approves the attached minutes for the Regular Board Meeting held on February 26, 2026.

APPROVED



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday February 26, 2026 at 4:00 PM

Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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

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

Directors Present

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

Directors Absent

D. Clisham, J. Wire

Guests Present

2 more participants, C. James, C. Rodriguez, J. Pike, J. Welcome (remote), K. Wong, M. Streshly, S. Lipsey, Z. Teixeira

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday Feb 26, 2026 at 4:09 PM.

C. Public Comment

There were no public comments at this board meeting.

D. Ordering of the Agenda

M. Mares made a motion to maintain the order of the agenda.

A. Campbell Washington seconded the motion.

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

II. Approval of Consent Items

A. Minutes of January 22, 2026 Board Meeting

M. Mares made a motion to approve the minutes from Regular Board Meeting on 01-22-26.

A. Campbell Washington seconded the motion.

motions for all

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

B. Personnel Report

M. Mares made a motion to approve the personnel report.

A. Campbell Washington seconded the motion.

Mr. Mares asked if OMI had any exit interviews for the tutors who leave?

He explained that he would like to have an exit interview so that thee tutors can share their impression for good and bad improvements. Mr. Mares wants to have these written down so we have the cadet leaders have feedback for the cadet tutors as well.

Dr. Streshly, Mr. Pike, and Ms. Wong will talk to the tutors about becoming teachers because some of them have shown interest.

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

C.

New Contracts

M. Mares made a motion to approve the new contracts.

A. Campbell Washington seconded the motion.

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

D. Measure G1 Application 2026-2027

M. Mares made a motion to approve the Measure G1 Application 2026-2027.

A. Campbell Washington seconded the motion.

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

E. Contract Extensions

M. Mares made a motion to approve the contract extensions.

A. Campbell Washington seconded the motion.

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

F. Form 990 CA Tax Return

M. Mares made a motion to approve the Form 990 CA tax return.

A. Campbell Washington seconded the motion.

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

III. Cadet Commander Report

A. Cadet Commander's Report

C/CPT Lopez and C/MSG Tran mentioned that they were working on the Grizzly Leadership Gala. At the time of the meeting, OMI had 495 cadets enrolled.

Saturday school would be happening the weekend of the board meeting as well as the next weekend.

Both middle school and high school cadets are excited for the events that are coming up for them like spring spirit week and spring fest.

C/MSG Tran said that he will be giving a training for finding ways to motivate the cadet tutors.

IV. Superintendent's Update

A. Cooperative Agreement for 2026-2027

Dr. Streshly mentioned that she would want one or two of the board members to participate in getting the Cooperative Agreement finalized with the California Military Department. CMSgt James mentioned that the current Cooperative Agreement OMI has with the California Military Department will lapse on June 30, so a new one needs to be done by then.

B. Golden State Pathway Program - Data Science implementation grant

Dr. Streshly mentioned that this is a non-competitive grant so we should be able to get awarded the funding.

Hack-a-Thon is something that Governor Brown would like to be integrated at OMI. One cadet is starting a club here to promote coding for the high school cadets.

An OMI debate club was requested by Governor Brown and would like to be a part of the debate club.

C. Charter Renewal Spring Activity

Dr. Streshly explained that she would like to have an ad hoc committee that would help sift through the data and produce a narrative based on the data that would allow OUSD charter renewers to view the benefits that OMI offers. Ms. Washington and Mr. Bryce would like to participate.

V. Information/Discussion Items

A. Financial Update

Ms. Welcome explained that the forecast is largely unchanged. She said that the monthly cash balance looked good and above the recommended average one-month payroll line.

She also mentioned that a CD balance increase should be considered. She said that there could be upside to capturing a higher ADA percentage than the 92% in month 7 if months 8 and 9 increase.

B. RenStar Testing- Results Review

Mr. Pike mentioned that cadets are averaging 1.5 grade level increase; the incoming kids are well below grade level, so we are getting them close to their grade level.

Saturday school: some of the cadets want to have extra help to get better.

The CAASPP is what OMI is going to be focused on heavily in the last 8 weeks before the test. Tutoring and Saturday school will be used for the extra help. Parents have been receptive and like sending their cadet to Saturday school.

C. Lottery Update

CMSgt James explained that the numbers displayed were a snapshot for pre-lottery engagement, but he anticipates that there would be more engagement after the lottery ends.

Mr. Bryce mentioned that he toured the school as a parent, he and his family really enjoyed the tour and was very impressed. He mentioned that he enjoyed not seeing phones out, and the cadets following the rules.

D. Special Education Program

Ms. Texeira explained that the average enrollment county-wide is 14% for SPED students.

Mares asked about the exiting of cadets from SPED: every three years, the cadets get reassessed to see if they can reclassify and enter non-assisted classes. Ms. Texeira and her team would help these cadets find ways to prepare them for when they no longer need their IEP accommodations.

Families have asked if OMI can test their cadets for learning disabilities. Some have learning disabilities, and some do not.

Ms. Texeira is providing training to her team with collaborative and consistent specialty staff training. She supervises their growth as specialty educators. She also renegotiated terms and services with service providers to decrease costs.

VI. Action Items

A. Approve Second Interim Budget

A. Campbell Washington made a motion to approve second interim budget.

M. Mares seconded the motion.

Enrollment will be projected at 500 and 525, years 2026-27 and 2027-28, respectively.

Mr. Mares mentioned that there are students who are scrambling to find schools because their own school got shut down, leading to a potential influx of new students interested in OMI.

Ms. Welcome mentioned that the outlook in the next few years for OMI is breaking even, and OMI looks better than most schools that she has looked at.

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

B. Approve the Comprehensive Safety Plan

M. Mares made a motion to approve the comprehensive safety plan.

S. Bryce seconded the motion.

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

C. Approve Mid-Year LCAP Update

M. Mares made a motion to approve mid year lcap update.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

D. Approve BP Response to Immigration Enforcement On School Campus

A. Campbell Washington made a motion to Approve BP Response to Immigration Enforcement On School Campus.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

VII. Board Member Comments

A. comments

No comments were made at this board meeting.

VIII. Closing Items

A. Adjourn Meeting

A. Campbell Washington made a motion to afjourn.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:57 PM.

Respectfully Submitted,
J. Brown

Coversheet

Personnel Report

Section: IV. Approval of Consent Items
Item: B. Personnel Report
Purpose:
Submitted by:
Related Material: Staff Changes 25-26 for BM - Military Staff April-May 2026.pdf
Staff Changes 25-26 for BM - Feb 28-May 21 (1).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 February 26, 2026.

RECOMMENDATION:

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

Oakland Military Institute (OMI) College Preparatory Academy School Military Staff as of April 1, 2026 - May 31, 2026				
New Hire:			FTE	Start Date / Separation Date:
Last Name	First Name	Job Title Description		
Ma	Vu Phi Lam	Chief of Operations (Temporary Backfill)		4/27/2026
Mateo	Mary Joe	Support Specialist (Temporary Backfill)		5/4/2026
Return from Military Furlough:				
Last Name	First Name	Job Title Description		
Military Furlough:				
Last Name	First Name	Job Title Description		
Palmer	Robin	Support Specialist		4/18/2026
Promotion:				
Last Name	First Name	Job Title Description		
Separations:				
Last Name	First Name	Job Title Description		
Alexander	Yul	TAC NCO		5/31/2026
Duty other location:				
Last Name	First Name	Job Title Description		
Schlater	Jesse	TAC NCO		Separation in review with CMD

Oakland Military Institute (OMI) College Preparatory Academy School Staff as of February 26, 2026 - May 21, 2026

New Hire:						
Last Name	First Name	Job Title Description		FTE		Start Date / Separation Date:
Glenski	Paul	Math Tutor		0.5		3/3/2026
Nora	Lathan-Long	Substitute		1		3/9/2026
Harris	Nile	Math Tutor		1		3/3/2026
Transfers:						
Last Name	First Name	Job Title Description	New Title	OLD FTE	New FTE	
Separations:						
Last Name	First Name	Job Title Description				Date:
Chen Chen	Augstin	Math Tutor		0.5		5/15/2026
Estrella	Hector	Math Tutor		1		5/15/2026
Fu	James	Lead Math Tutor		1		3/27/2026
Gaspar	Victor	Math Tutor		1		5/15/2026
Glenski	Paul	Math Tutor		0.5		5/11/2026
Harris	Nile	Math Tutor		1		5/5/2026
Hempfling	Ava	Math Tutor		0.5		5/15/2026
Judin	Jeremy	Math Tutor		1		5/8/2026
Xiong	Susan	Math Tutor		1		5/15/2026
Teacher/Staff Vacancies:			Open Date			
		MS Science Teacher	8/7/2025	1		
		Education Specialist	8/7/2025	1		
		School Psychologist	8/7/2025	1		

Coversheet

New Contracts

Section: IV. Approval of Consent Items

Item: C. New Contracts

Purpose:

Submitted by: CMSgt (CA) Thomas James

Related Material:

Jan-May 2026 OMI Academy - Lauren Greenberg Literacy Coach Extension.pdf

26-27 SCOE MOU Cover Letter final (1).pdf

Oakland Military School MOU SCOETI 26-27.pdf

Learning_Ally__Inc.__Institutional_Proposal__50696.eml.pdf

Parallel_Learning_Contract.pdf

Discovery_Ed_contract.pdf

OMI x ACOE CalSTRS MOU (1).pdf

Oakland Enrolls MOU x Oakland Military Institute 2026-2027.pdf

At will agreement- Exempt- no red 5-21-2026BM.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: Lauren Greenberg

Contract #2: Oakland Enrolls

Contract #3: Learning Ally

Contract #4: Parallel Learning Master Contract

Contract #5: ACOE MOU

Contract #6: SCOE MOU

Contract #7: At Will Agreement - Exempt

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.

Lauren Greenberg, Literacy Consultant

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

Proposal for Professional Coaching and Professional Development Services

Date: April 19, 2026

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

Attention: Dr. Mary Streshly, Superintendent
 Carlos Rodriguez, Business Manager

Proposed Professional Coaching Services for Oakland Military Institute for December 2025 – May 2026

Service Description	Dates & Location	Notes	Cost
<p>Consulting, coaching and advising OMI teachers and administrators, focusing on (but not limited to) the following areas:</p> <ol style="list-style-type: none"> Assess students individually to ensure appropriate placement within various reading intervention classes; assist teachers in creating appropriate groupings within their classes. Work with teachers and administrators to examine data and adjust student support accordingly. Coach three or more teachers in implementation of <i>The Third Quest</i> reading intervention; . Includes working with teachers on classroom organization, discipline, routines, and rewards so that they can fully implement all components of the program. Train classroom aides in the program as 	<p>All services (other than prep and correspondence) will occur onsite at Oakland Military Institute.</p> <p>32.5 full days or the equivalent half days of onsite work, dates as follows, with changes permitted TBD upon mutual agreement. This calendar of dates was previously approved by Dr. Streshly on 1/7. An extra day was requested in February to work with Mr. Khatena.</p> <p>December, 2025:</p>	<p>Each full day of service includes 8-9 hours of onsite consulting and coaching, plus offsite preparation, emails, phone calls, and correspondence.</p> <p>Half days will consist of 4-5 hours onsite.</p> <p>Includes working with teachers individually, in groups, or whole staff as directed by OMI administrators.</p> <p>All preparation and development of unique customized presentations for OMI staff is included within the daily charge.</p>	<p>\$1,400.00</p> <p>per day for 32.5 days, for a total of \$45,500.00</p>

Service Description	Dates & Location	Notes	Cost
<p>necessary. This also includes training a new teacher at OMI who began in January.</p> <p>3. Coach three or more teachers in implementation of <i>Read 180</i> and <i>System 44</i> intervention programs in multiple classrooms. Includes working with teachers on classroom organization, discipline, routines, and rewards so that they can fully implement all components of the program. Train classroom aides in the program as necessary.</p> <p>4. Coach three or more teachers in implementation of Academic Vocabulary Toolkit at the 6th grade level.</p> <p>5. Coach middle school ELA and ELD teachers in literacy instruction; provide demonstration lessons and co-teach as appropriate.</p> <p>6. Continue collecting progress monitoring and end-of-year data on reading levels of students enrolled in reading intervention programs. Prepare final data reports on student growth.</p> <p>7. Accompanying OMI administrators on classroom observations and discussing support and next steps. Support teachers and administrators in implementing appropriate behavior management practices to enable full implementation of reading implementation curricula.</p> <p>8. Other teacher assistance as requested by OMI administrative team.</p>	<p>1 additional day was added to my schedule at the request of Dr. Streshly, in order to work with Ms. Priela.</p> <p>Dec. 11 (.5 day day, which was the second half of regularly scheduled day on Dec. 4)</p> <p>Dec. 15/17 (full day delivered over two days, to accommodate Ms. Priela’s schedule)</p> <p>January, 2026: 8 days 1/7, 1/8, 1/12, 1/13, 1/14, 1/20, 1/21</p> <p>February: 8 days 2/4, 2/5, 2/9, 2/10, 2/11, 2/12, 2/25, 2/26</p> <p>March: 6 days 3/2, 3/3, 3/11, 3/12, 3/16 (half day), 3/18, 3/19 (half day)</p> <p>April: 5 days 4/6, 4/7, 4/13, 4/14, 4/15</p> <p>May: 4 days 5/13, 5/14, 5/18, 5/19</p>		
		<p>Estimate of total cost:</p> <p>32.5 days @ \$1,400.00 per day</p>	<p>Total:</p> <p>\$45,500.00</p>

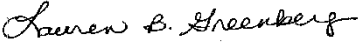
Service Description	Dates & Location	Notes	Cost
			Total: \$45,500.00

Invoicing:

The total fee for the work to be performed under this Scope of Services will be \$45,500. The fees for these services will be invoiced quarterly based on the completion of services completed to date. All services are to be completed during the 2025-2026 school year. All invoices are payable within 30 days of receipt.

Lauren Greenberg, Educational Consultant

Oakland Military Institute

Signature: 	Signature:
Name: Lauren B. Greenberg	Name:
	Title:
Date: April 19, 2026	Date:



Date: March 26, 2026

To: District Superintendents, Associate Superintendents, Chief Business Officers, District Coordinators and Partner Programs

RE: Sacramento Consortium Teacher Induction Program MOU

Dear SCOE Partner:

The Sacramento County Office of Education, as the Local Education Agency (LEA) for the SCOE School of Education, is committed to providing quality induction services.

As districts continue to navigate the current teacher shortage and a substantial percentage of teachers become eligible for retirement, it will be important to plan for new hires in the years to come. In anticipation, we want to provide you with some information to assist you in planning your preliminary budgets and Local Control Accountability Plan (LCAP) with regards to California Teacher Induction for your newly hired teachers.

Teacher Induction

SCOE's Teacher Induction Program (SCOE TI) assists schools and districts in providing Teacher Induction that meets both program and credentialing standards for the state of California. SCOE TI provides credentialed teachers with an individually designed, standards-based professional development plan, mentoring and coaching, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP). Our induction program is aligned with the California Commission on Teacher Credentialing Teacher Induction Program Standards (attached).

The two-year program provides a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom instruction. New teachers design an Individualized Learning Plan (ILP) and work closely with a mentor who offers "just-in-time" coaching and longer-term analysis of teaching practice to help new teachers develop enduring professional skills. Our program is designed to meld your district/school's goals, the teacher's context for teaching and their areas for growth, into a focused approach to professional development.

Teacher Induction's Connection to District LCAP Goals/Actions and District/Site Strategic Plan

The Individualized Learning Plan teachers develop in conjunction with their mentor and site leader is an excellent opportunity to support District LCAP goals and the strategic plan including the mission, objectives and strategies of the district and school site. A primary goal of induction is to support each teacher in developing professional learning goals that are job-embedded and practical. Site administrators play a crucial role by supporting teachers in understanding how induction might align with the goals of the site and district.

LCAP State Priority 1

As you work with local community groups and teacher stakeholders to develop your LCAP goals, the details below may be helpful in planning ahead for services, support and supervision for new teachers in order for them to remain highly qualified and fully credentialed.

Teacher Induction goals align with several areas of the LCAP and most closely connect with *Priority 1: Conditions of Learning - "Basic degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching."*

Highlights of the MOU (attached) include:

- General Responsibilities for SCOE and for each partner program/district
- Fiscal Responsibilities for each party
- Ownership of materials
- Compliance with Commission on Teacher Credentialing (CTC) requirements
- Indemnification of each party

2026-2027 Fee Structure:

The fee structure created in collaboration with the Sacramento Teacher Induction Program's Advisory Council, shall be consistent for all teacher candidates in order to keep costs stable for our partner districts.

1. Teacher Candidate cost-for-service per year for a two-year Induction Program - \$2,000
2. Teacher Candidate cost-for-service for each participant who has met the Early Completion Option (ECO) criteria - \$2,000+ \$500 (one-time fee) = \$2,500

Timeline for Completion of MOU Process and Billing Cycle:

July 1	Signed MOU between partner program and SCOE due
August 15	Estimate of candidate numbers from partner program due to SCOE
September 15	Purchase Orders completed and sent to SCOE
October 15	Invoices processed and sent to participating programs for payment

We look forward to continuing our collaborative work in supporting teachers and students. While we are sending this electronically, we would appreciate any opportunities to meet with each of you in person at your districts or sites. Please do not hesitate to call us (916-228-2236 or 2536) if we can support you with any portion of the process.

We look forward to working with each of you in 2025- 2026.




Tammy Patten and Kristina Richardson
 Directors, SCOE School of Education
 Teacher Induction
tpatten@scoe.net
krichardson@scoe.net

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

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

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

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

I. Parties

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

II. Term

The effective dates of this MOU are July 1, 2026 through June 30, 2027. Either party may terminate this agreement upon written notice submitted to the Advisory Council no later than 30 days prior to the start of the MOU Contract. Notice must be received no later than June 1, 2026.

III. Responsibilities - General

A. SCOE shall:

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

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

B. District agrees to the following:

1. The District superintendent (or designee) will serve as the District Advisor. The District Advisor shall provide feedback and support to SCOE's Teacher Induction Program directors and may serve on the Advisory Council.
2. The District will appoint a Teacher Induction Program Coordinator according to established guidelines to oversee all Teacher Induction Program activities within the District and assume the responsibilities established by this MOU. The Program Coordinator will attend **all** of the following required meetings/events annually at SCOE: Fall Planning Day, Winter Coordinator Meeting, and Spring Planning Day.
3. The District will assess Credential Candidates to ensure that they meet enrollment criteria and enroll and serve eligible Credential Candidates according to induction requirements and criteria established by the Teacher Induction Program.
4. By September 11, 2026 District will identify all teachers who are in their first year of teaching or first year of teaching in the District and other candidates who are eligible for Teacher Induction Program services as described by CTC guidelines attached hereto and incorporated herein by reference as Exhibit 1.
5. By October 13, 2026, District will confirm all participants for purposes of invoicing.
6. District will identify all school sites with eligible Credential Candidates and request all site administrators of those school sites to attend an orientation that outlines the administrators' role(s) in supporting candidates in the implementation of their ILP goal and other program processes.
7. District will communicate to all site administrators, the intent and structure of the Teacher Induction Program and the necessary employer input into the credential candidate's development of an ILP within the first 30 days of the participant's enrollment in the program. **The ILP will be solely used for professional growth and development of the participating teacher, not for evaluation or employment purposes.**
8. District will select experienced teachers as Teacher Induction Program Mentors (Mentors) according to established criteria as outlined in CTC's 2016 Teacher Induction

- Program Standards attached hereto and incorporated herein by reference as Exhibit 2, and ensure Mentors attend all required Teacher Induction Program events and trainings.
9. District will assign a qualified Mentor to each eligible credential candidate within 10 days of enrollment in the Program who meets the CTC's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and English learner authorization. District will pair Credential Candidates with Mentors who most closely match their teaching assignment, including grade level, subject matter, and credential type.
 10. District will ensure Mentors will meet in one-to-one consultations with the participating teacher(s) as described in the Teacher Induction Program.
 11. District will ensure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring.
 12. District will arrange for substitute teachers as necessary to allow for Mentors' observations of their Credential Candidates and candidate observation of peers.
 13. District will provide on-going information about Teacher Induction Program activities to the District's governing board.
 14. District will participate in required program evaluation.
 15. District agrees to fulfill all completion requirements as stated in the approved induction program pathway attached hereto and incorporated herein by reference as Exhibit 3.

IV. Responsibilities – Fiscal

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

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

B. The District agrees to the following:

1. Pay \$2,000 per teacher credential candidate cost-for-service fee per year of a two-year Teacher Induction Program. District agrees to pay the full fee unless written notice is provided to SCOE per number 4, below.
2. In addition to the Teacher Induction Program fee of \$2,000, there will be an additional one-time fee of \$500 for Education Specialist Level I candidates who are required to demonstrate competency in Level II content standards via the SCOE Teacher Induction Program Level II Portfolio process. The \$500 fee will support the review of the candidate's portfolio and recommendation for the clear Education Specialist credential.
3. Pay \$2,500 cost-for-service fee for each teacher credential candidate who has met the criteria for, and has been accepted as, a candidate for the one year Early Completion Option (ECO), in lieu of the two-year program.
4. Pay an additional \$2,275 cost-for-service fee for SCOE placed mentors per year.

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

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

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

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

V. Ownership of Materials

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

VI. Compliance with CTC Requirements

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

VII. General Terms.

A. Entire MOU:

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

B. Indemnification:

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

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

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

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

C. Independent Agents:

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

D. Nondiscrimination Clause:

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

E. Insurance:

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

F. Force Majeure:

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

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

G. Execution of MOU:

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

H. Signatures:

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

By: Ivan Myrick
Signature of Authorized Official
Sacramento County Office of Education

Ivan Myrick

Title: Director, Financial Services

Date: 3/24/26

By: _____
Signature of Authorized Official
Oakland Military Academy

Printed Name:

Title:

Date:



Renewal Proposal

Acct. No. | Date | Proposal #
 05011406 | 4/21/2026 | 50696

Learning Ally, Inc.
 20 Roszel Road, Princeton, NJ 08540
 Phone: 800-221-4792 | Fax: 609-281-5900
 www.learningally.org

Expires | **Learning Ally Contact**
 6/30/2026 | Azfar, Nishat

of

Bill To		Ship To		
OAKLAND MILITARY INSTITUTE 3877 LUSK ST EMERYVILLE CA 94608-3822		OAKLAND MILITARY INSTITUTE 3877 LUSK ST EMERYVILLE CA 94608-3822		
#	Item	Options	Rate	Amt
1	2-year Medium Building License Renewal with Access for Eligible Students July 1, 2026 - June 30, 2028 Oakland Military Institute Col	Selected School: 05011406	\$6,196.00	\$6,196.00
	Multi-year renewal discount for up front payment			\$-309.80
Total				\$5,886.20

The Learning Ally Solution includes:

- 24/7 unlimited access to Learning Ally’s online library of thousands of human-read audiobooks, including titles with highlighted text, available on iOS (iPad, iPod Touch, iPhone), Android (version 5.0 and higher), MAC, PC and Chromebook
- Educator Portal for progress monitoring and reporting of student reading data
- Customized resources based on individual needs analysis for every enrolled educator
- Goal setting program and resources to get reluctant readers reading
- Online tools, resources and workshops to ensure a successful launch
- Ongoing communications and support from an Educator Success team member to help every enrolled educator through each stage of the solution
- Games and Contests with prizes to reward students’ reading progress
- Your acknowledgment of this document agrees to our Terms and Conditions at <https://learningally.org/Terms-of-Service>
- Customer support M-F from 8:30 AM - 6:00 PM EST/EDT or email: CustomerCare@LearningAlly.org

Payment Methods

- Credit Card Number: Exp: (MM/YY)
[] Name on Credit Card: CVV:
Cardholder Signature:
[] Purchase Order: PO # (Please attach PO)
[] Check (Payable to Learning Ally) or ACH (PNC Account #: 8026294357 | Routing #: 031207607).
Please reference Proposal #50696 when submitting payment.

Please provide the contact information for the person responsible for implementing/overseeing the program:

Name: Title:
Email: Phone:

Payment Options

To pay via Credit Card, call 800-221-4792. To pay using ACH, reference PNC Account #: 8026294357 | Routing #: 031207607. **Please reference Proposal #50696 when submitting payment.** To pay with a Purchase Order, send via email to accounts@learningally.org, fax to 609-281-5900, or mail to 20 Roszel Road, Princeton, NJ 08540.

Checks can be mailed to 20 Roszel Road, Princeton, NJ 08540.

*NONPUBLIC, NONSECTARIAN
AGENCY SERVICES*

MASTER CONTRACT

2026-2027

192
See Attach

192
See Attach

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC AGENCY SERVICES

LEA OAKLAND MILITARY INSTITUTE, COLLEGE
PREPARATORY ACADEMY
Contract Year 2026-2027

Type of Contract:

 X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

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2026-2027

CONTRACT NUMBER:

**LOCAL EDUCATION AGENCY: Oakland Military Institute, College
Preparatory Academy**

NONPUBLIC AGENCY:

PARALLEL LEARNING, INC.

NONPUBLIC, NONSECTARIAN AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026 ("Effective Date"), between Oakland Military Institute, College Preparatory Academy, hereinafter referred to as the local educational agency ("LEA") and **Parallel Learning, Inc. a Delaware corporation** (and nonpublic, nonsectarian school or agency), hereinafter referred to as "NPS/A" or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004) (the "Purpose"). It is understood that this agreement does not (a) apply to any technology or other services provided by CONTRACTOR to LEA which may be supplemental, but are not directly in furtherance of, the Purpose (and for clarity, such technology and other services includes CONTRACTOR's proprietary platform and services related thereto), or (b) commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR. To the extent that CONTRACTOR provides technology or other services described in subsection (a) of the foregoing sentence, such services shall be governed by separate terms and conditions, and if there is a conflict between this Master Contract and such separate terms and conditions, those separate terms and conditions will control with respect to the provision of technology and other services and the terms in this Master Contract will control with respect to the services in furtherance of the Purpose.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to use commercially reasonable efforts to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of (i) a student's enrollment or (ii)

LEA's provision of such ISA to CONTRACTOR, whichever is later. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply in all material respects with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures provided to CONTRACTOR in writing, unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR shall comply in all material respects with applicable LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) to the extent resulting from or arising out of CONTRACTOR's failure to comply in all material respects with applicable LEA policies (e.g., those policies relating to; the provision of special education, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be one (1) year from the Effective Date ("Term") (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to the expiration of the Term (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by the expiration date of the Term, the Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the master contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal, the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall use commercially reasonable efforts to provide the LEA with information as requested in writing for LEA's consideration in connection with the execution of a Master Contract or a renewal.

If requested in writing by the LEA, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information in writing as applicable. If the application packet is not completed and returned to District, the execution of the Master Contract may be delayed. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the

most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. **INDIVIDUAL SERVICE AGREEMENT (“ISA”)**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR or its designated subcontractor is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). In the event that this Master Contract expires or terminates, CONTRACTOR or its designated subcontractor, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR or its designated subcontractor is servicing authorized students.

Any and all changes to a student’s educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student’s IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student’s parent, CONTRACTOR, or LEA may request a review of a student’s IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. **DEFINITIONS**

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in

collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).
 - vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. For purposes of this Master Contract, "records" shall include, but not be limited to, student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus

rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a location with commercially reasonable security procedures designed to maintain confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA or as soon as reasonably practicable. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the CDE of any change of ownership or corporate control in accordance with applicable law.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the parties to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the other party with at least thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause by a party if the other party commits any material breach of this Agreement and fails to remedy such breach or otherwise fails to provide a plan to remedy the breach that is acceptable to both parties, and such termination is effective thirty (20) days after the other party's receipt of written notice of such breach. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting.

Within a commercially reasonable time following termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract.

ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:
- \$1,000,000 per occurrence
 - \$2,000,000 general aggregate
-
- D. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- E. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA.
- F. For any claims directly related to the services performed by CONTRACTOR in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to CONTRACTOR's performance under this Master Contract. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it for claims directly related to the services performed by CONTRACTOR under this Master Contract.
- G. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of a claim brought by a third party, to the extent that such loss, expense, damage or liability was proximately caused by the gross negligence, willful misconduct, or fraud of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (but for clarity, expressly excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the

right in their sole discretion to select counsel of its choice to participate in the defense at its sole cost.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of a claim brought by a third party, to the extent that such loss, expense, damage or liability was proximately caused by the negligence, willful misconduct, or fraud of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the LEA. CONTRACTOR shall have the right in its sole discretion to select counsel of its choice to participate in the defense at its sole cost.

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the extent applicable and to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall include contractual requirements for each subcontractor to procure and maintain reasonable insurance during the term of each subcontract. Each subcontractor shall furnish the LEA, upon LEA's reasonable written request, with original endorsements and certificates of insurance.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon its reasonable written request, but for clarity, no more than once in a rolling twelve (12) month period, a copy of its current bylaws and a current list of

its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq...

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA upon written request all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures in all material respects that support Least Restrictive Environment (“LRE”) options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall use commercially reasonable efforts to assist the LEA in implementing the IEP team’s recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPA, it shall have not be required to administer statewide assessments under Senate Bill 484 or be subject to the alternative accountability system developed pursuant to Education Code section 52052.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall use commercially reasonable efforts to attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

To the extent applicable and required by law, CONTRACTOR shall comply in all material respects with the requirements of Education Code section 49005, et seq., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student’s behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

To the extent applicable and required by law, CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall use commercially reasonable efforts to ensure that all of its staff members are trained in crisis intervention, emergency procedures, and

evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. To the extent applicable and required by law, the CONTRACTOR shall use commercially reasonable efforts to provide training within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

To the extent applicable and required by law, CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies require a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action, to the extent reasonably practicable. CONTRACTOR shall notify Parent within twenty-four (24) hours, via telephone, to the extent reasonably practicable. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days, to the extent reasonably practicable.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities,
5. Prone restraint;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;

7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the individual's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back
6. Use prone containment.
7. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. As mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA a report upon written request of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a

behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report to the LEA as soon as reasonably practicable. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension, unless otherwise agreed by the CONTRACTOR and LEA.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of

consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

To the extent reasonable practicable, CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to use commercially reasonable efforts to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere in all material respects to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following, to the extent applicable and required by law: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall, upon written request, provide notice to the LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request or as soon as reasonably practicable.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

The LEA agrees that the CONTRACTOR, as an NPA, is not responsible for assigning grades, awarding course credits, or preparing transcripts.

38. STUDENT CHANGE OF RESIDENCE

As soon as reasonably practicable after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall report electronically and in writing to the LEA as soon as reasonably practicable when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

LEA acknowledges that CONTRACTOR does not provide facilities including instructional settings, recreational activity areas, meeting rooms and student living quarters.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

LEA acknowledges that CONTRACTOR is neither a LCI nor a RTC.

42. STATE MEAL MANDATE

LEA acknowledges that the CONTRACTOR is not a NPS that must satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

LEA acknowledges that onsite monitoring visits shall not apply to CONTRACTOR as an NPA.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or

subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon written demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

CONTRACTOR shall comply in all material respects with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply in all material respects with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

To the extent required by law, and upon written request, CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall use commercially reasonable efforts to notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall use commercially reasonable efforts to notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA upon written request prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply in all material respects with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA, upon written request, documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

50. FACILITIES AND FACILITIES MODIFICATIONS

LEA acknowledges that this Section 50 does not apply to CONTRACTOR.

51. ADMINISTRATION OF MEDICATION

LEA acknowledges this Section 51 does not apply to CONTRACTOR.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit, electronically, any accident or incident report to the LEA as soon as reasonably practicable. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

To the extent applicable and required by law, CONTRACTOR hereby agrees to train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA upon written request.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA upon written request.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply in all material respects with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures of which it has prior written notice. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR

shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may not withhold payment to CONTRACTOR unless expressly permitted by applicable law. If LEA determines in its reasonable discretion that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the

basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which

the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall use commercially reasonable efforts to provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if

incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall use commercially reasonable efforts to make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA, to the extent reasonably practicable. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA to the extent reasonably practicable, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. DISCLAIMERS AND LIMITATION OF LIABILITY

TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE SERVICES PROVIDED HEREUNDER ARE PROVIDED "AS IS", AND CONTRACTOR DOES NOT MAKE AND HEREBY DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES, FITNESS FOR A PARTICULAR PURPOSE, OR RESULTS OF ANY KIND. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT WILL CONTRACTOR OR ITS AFFILIATES HAVE ANY LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE DAMAGES, WHETHER AN ACTION IS IN CONTRACT OR TORT AND REGARDLESS OF THE THEORY OF LIABILITY, EVEN IF CONTRACTOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND CONTRACTOR'S LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT WILL NOT EXCEED THE AMOUNTS PAID BY LEA HEREUNDER DURING THE TERM.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective as of the Effective Date.

Contractor: Parallel Learning, Inc.	LEA: Oakland Military Institute, College Preparatory Academy
Signature:	Signature:
Name:	Name:
Title:	Title:
Date:	Date:

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
To: Legal Department	Name and Title
Address: 228 Park Ave. S, #97411, New York NY 10003	Address
Email: legal@parallelearning.com	Email

**Additional LEA Notification
(Required if completed)**

Name and Title		
Address		
City	State	Zip
Phone	Fax	
Email		

EXHIBIT A: RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate:

- 2) Inclusive Education Program
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE:

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____

<u>Behavior Intervention Services (535)</u>		
<u>Specialized Services for Low Incidence Disabilities (610)</u>		
<u>Specialized Deaf and Hard of Hearing (710)</u>		
<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		
<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900)</u>		
<u>Other (900)</u>		

EXHIBIT B: ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____

Address _____ (Last) _____ (First) _____ (M.I.) _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone (_____) _____ (_____)
 (Residence) (Business)
 Address _____ City _____ State/Zip _____
 (If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
 _____ during the extended school year

2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
 _____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ x Daily Rate _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ _____

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Contractor: Parallel Learning, Inc.	LEA: Oakland Military Institute, College Preparatory Academy
Signature: _____	Signature: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____



ORDER FORM

This Order Form (“Order Form”) is subject to, and forms part of, the Master Subscription Agreement entered into as of between Parallel Learning, Inc. (“Company”) and the Client set forth on the signature page hereto (the “MSA”). Capitalized terms used in this Order Form shall have the meaning outlined in the MSA, unless otherwise defined in this Order Form.

1. Contact Details.

Client: Oakland Military Institute, College Preparatory Academy	Company: Parallel Learning Inc.
Billing Address: 3877 Lusk Street, Oakland, California 94608, United States	Company Address: 228 Park Ave. S, #97411, New York, New York 10003, United States

1. Products and Services.

Product	Students	Unit of Measure	Unit Price	Estimated Total Cost
Speech Language Pathology Services - Assessment Hourly	1	Hourly	\$95.00	\$475.00
Speech Language Pathology Services - Hourly	24	Hourly	\$95.00	\$28,500.00
Annual Activation Fee	24	Each	\$110.00	\$2,640.00
				\$31,615.00

Direct Services (Separate from Assessment Commitment): Any direct services provided by Parallel Learning that are not assessment services, shall be covered by the contract Services Minimum Annual Fee as set forth herein.

2. Terms and Fees.

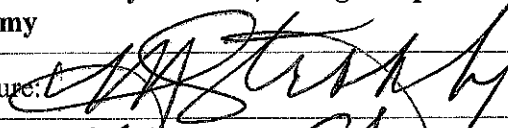
Services Minimum Annual Fee	\$26,000.00
Target Services Start Date	August 14, 2026
Service Term	July 1, 2026 - June 30, 2027
Payment Terms	Services Rendered: Parallel to invoice monthly for services rendered, and any remaining balance of Minimum Annual Fee at the end of the term will be invoiced to Client.

(signature page follows)

The parties have caused this Order Form to be executed by their respective duly authorized representatives. The "Effective Date" of this Order Form shall be the date on which the last party signs this Order Form.

Company: Parallel Learning, Inc.	Parallel Learning Psychology P.C., a California professional corporation
Signature:	Signature:
Name:	Name:
Title:	Title: Administrator
Date:	Date:

Oakland Military Institute, College Preparatory Academy

Signature: 
Name: Mary Strefsky
Title: Superintendent
Date: 5/4/2026

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
OAKLAND MILITARY INSTITUTE AND DISCOVERY EDUCATION SPECIALISTS**

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 Discovery Education Specialists (“Independent Contractor”).

It is the desire of OMI to engage the services of Discovery Education Specialists, i.e: Reena Shah. 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:

- \$3,020 for a Psychoeducational evaluation
- \$150 per hour for clinical supervision

Either assessment will include: consultation with staff, collaboration with the team, and attendance at an IEP for up to 2 hours. All evaluations and IEP meetings will also be conducted in-person at Oakland Military Institute (OMI). These services will be provided for the 2026 - 2027 school year.

The contractor will submit an invoice once per month at the middle of the month for payment by the end of the month.

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 necessary incurred in connection with the performance of services under this Agreement. 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(s), license(s), or certification for Independent Contractor as they relate to the services provided

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, 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 June 1, 2027, 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 shall pay all income taxes and 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:
Discovery Education Specialists
Attn: Reena Shah
6111 Southfront Road, Suite S
Livermore, CA 94551
reena@discoveryeds.com
(714) 366-2071

If to OMI:
Attn: Dr. M.E. Streshly
3877 Lusk St
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

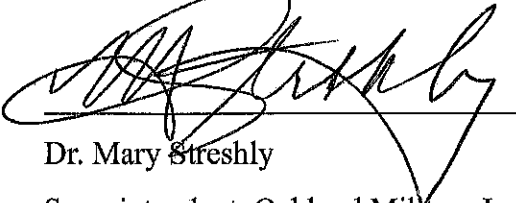
Scope of Services


Description of Responsibilities, Projects and/or Probable Tasks

1. Complete evaluations for initial and Triennial assessments as Assessment Plans are signed and received
2. Provide guidance to Education Specialists on which academic assessments need to be complete to support the Psychoeducational assessment results
3. Use Patterns of Strengths and Weaknesses (PSW) to determine eligibility under the category of Specific Learning Disability
4. Provide draft report to staff and parents at least 3 days prior to the IEP meeting
5. Collaborate with IEP team prior to submitting draft report to discuss eligibility and any potential changes or recommendations
6. Consult with Chief Academic Officer regarding Master Schedule and upcoming assessments
7. Provide supervision to Intern School Psychologist and College and Career Counselor (LPCC).

SIGNATURES:

ON BEHALF OF OMI:


Dr. Mary Streshly
Superintendent, Oakland Military Institute


Discovery Education Specialists
Independent Contractor
Reena Shah,
Authorized Signer

Date: 5/14/2026

Date: May 13, 2026



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



MEMORANDUM OF UNDERSTANDING

Between Oakland Military Institute (OMI)
and Alameda County Office of Education (ACOE)
For CalSTRS Reporting Support Services

I. Parties

This Memorandum of Understanding ("MOU") is entered into by and between Oakland Military Institute ("OMI"), an independent charter local educational agency, and the Alameda County Office of Education ("ACOE").

II. Purpose

The purpose of this MOU is to establish a clearly defined and limited relationship under which ACOE provides ministerial support services associated with reporting obligations to the California State Teachers' Retirement System, while affirming that OMI retains exclusive ownership, acknowledge that OMI, as the employing agency, remains solely responsible for all reporting determinations, certifications, and compliance obligations and the ACOE's role is strictly limited to processing functions performed at the direction of OMI.

III. Scope of Services

Under this agreement, ACOE shall act solely as a limited processor and shall perform only those ministerial services necessary to facilitate CalSTRS reporting as directed by OMI. Such Services are confined to the submission of required reporting files, the processing of standard contribution reporting and adjustments based exclusively on information provided by OMI, coordination with CalSTRS regarding technical discrepancies in reporting, and communication to OMI of any issues requiring correction or follow-up. ACOE shall not exercise independent judgment, discretion, or supervisory authority in the performance of these services and shall not expand its role beyond the limited scope expressly set forth in this MOU without prior written authorization from OMI.

IV. Ownership of Function and Authority



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



The parties expressly agree that OMI retains full ownership of the reporting function, including all authority over the preparation, review, approval, and certification of data submitted to CalSTRS. ACOE's role is strictly ministerial in nature and limited to executing tasks as directed by OMI. Nothing in this MOU shall be construed to transfer, delegate, or imply any assumption by ACOE of employer responsibilities, fiduciary obligations, or decision-making authority. All determinations related to reporting accuracy, compliance, and corrections remain exclusively within the control of OMI.

V. Data Control and Direction

OMI shall maintain control over all data utilized for reporting purposes, and ACOE shall rely solely upon data and instructions provided by OMI or its designated systems and representatives. ACOE shall not alter, reinterpret, or substitute such data without explicit written direction from OMI.

VI. Coordination with Systems and Vendors

The parties acknowledge that OMI utilizes third-party systems and service providers, including payroll and financial management platforms and advisory services such as Vertex Education and EdTec. ACOE agrees that its role shall not duplicate or conflict with services performed by those providers and shall coordinate as reasonably necessary to ensure accurate and timely reporting while remaining within the limited processor role defined herein.

VII. Compensation

In consideration for the services under this MOU, OMI agrees to compensate ACOE in the amount of \$1,496.12 per quarter, for a total amount not to exceed \$5,984.48. No additional or ancillary fees shall be charged or invoiced without the prior written approval of OMI.

VIII. Invoicing and Verification

ACOE shall submit quarterly invoices that includes a description of services performed, confirmation of submission to CalSTRS, and identification of any corrections or adjustments processed. Payment by OMI shall be contingent upon receipt of complete and adequate documentation demonstrating performance of the services described herein.



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



IX. Term and Termination

This MOU shall become effective upon execution by both parties and shall remain in effect through **June 30, 2027**, unless terminated earlier as provided herein. Either party may terminate this agreement for convenience upon thirty (30) days' notice to the other party. OMI may terminate this MOU immediately upon transition of reporting services to another provider or internal system, or in the event of material changes to OMI's payroll systems, reporting structure, or vendor relationships.

X. No Automatic Renewal

This agreement shall expire on **June 30, 2027**, and shall not automatically renew. Any continuation of services beyond that date must be documented through a subsequent written agreement excited by both parties.

XI. Limitation of Role

Nothing in this MOU shall be interpreted to expand ACOE's role beyond that of a limited processor or to establish any implied ongoing or default service relationship beyond the term expressly stated. ACOE's role is strictly confined to the ministerial processing functions described herein.

XII. Entire Agreement

This MOU represents the entire understanding between the parties with respect to CalSTRS reporting support services and supersedes all prior discussions, assumptions, or informal arrangements.

XIII. Signatures

For Oakland Military Institute

Name: _____

Title: _____

Date: _____

For Alameda County Office of Education

Name: _____



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



Title: _____

Date: _____





OAKLAND ENROLLS MEMORANDUM OF UNDERSTANDING

For Participating Charter Partners

2026–2027 School Year | 2027–2028 Enrollment

MOU AT A GLANCE

Term	July 1, 2026 – June 30, 2027
Annual Fee	\$15,000 per school
Services	Common App Infrastructure, Outreach, Partner Capacity Building, Collective Marketing
Payment Terms	Sign & Submit MOU by May 15, 2026 – Payment Due: July 1, 2026

This Memorandum of Understanding (“MOU”) is entered into by **Oakland Military Institute College Preparatory Academy** (“Charter Partner”) and Families in Action for Quality Education, a California Nonprofit Public Benefit Corporation, doing business as Oakland Enrolls (“Oakland Enrolls”). Charter Partner and Oakland Enrolls are sometimes referred to individually as “Party” and together as **Parties**. This agreement is effective as of July 1, 2026.

BACKGROUND

Oakland Enrolls is responsible for the common charter application. Prior to Oakland Enrolls, a fragmented and inequitable enrollment system made it difficult for families—particularly historically marginalized communities—to navigate public school enrollment in Oakland. The Oakland Enrolls common charter application addresses this by providing a single platform where families can apply to multiple charter schools at once. Oakland Enrolls also provides capacity building, collective marketing, and family outreach support to its school partners.

Charter Partner wishes to participate in the Oakland Enrolls common charter application to enhance family choice, simplify the enrollment process, and gain insight into application and enrollment trends and best practices. In exchange for good and valuable consideration, the Parties agree as follows:

SECTION 1 – The Common Charter Application

Oakland Enrolls runs a unified enrollment platform (SchoolMint Enrolls) shared by nearly every Oakland charter school, so families apply once and schools compete on the same stage. Full service details in Appendix E.

1a. Enrollment Timeline (2026–2027 School Year for 2027–2028 Enrollment)

The following timeline governs participation. Oakland Enrolls may amend dates and Charter Partner must comply with any changes.

Date	Milestone
Sept 1, 2026	Review and finalize lottery preferences for SY 2027–2028
Oct 13, 2026	On-Time application launch for SY 2027–2028

Dec 4, 2026	Charter Partner shares Fall 1 CALPADS 8.1 Student Profile List (as of Oct 2026)
January 2027	Lottery verification
Feb 12, 2027	On-Time applications due
Feb 15, 2027	Late applications launch
Feb 22–Mar 3, 2027	Schools run lotteries; offers in Pre-Offer status
Mar 4, 2027	All offers made public by Oakland Enrolls
Mar 18, 2027	On-Time lottery confirmation deadline
Mar 19, 2027	Oakland Enrolls bulk rescinds of On-Time offers (by 8am)
May 31, 2028	Application closes for all schools (estimated)

1b. Key System Features

- ✓ **Multi-Languages:** The common application is available in multiple languages.
- ✓ **One Acceptance Per Student:** Families may accept only one offer per student in the system.
- ✓ **Rank Choice:** Families are able to rank their school options.
- ✓ **School Finder:** Families are able to explore and compare their charter school options using the SchoolFinder.
- ✓ **Unified Offer Date:** All On-Time lottery offers are released to families on the same date via Oakland Enrolls.
- ✓ **Auto-Rescind:** Outstanding On-Time offers are automatically rescinded on March 19, 2027. Oakland Enrolls’ standard window is 10 business days; schools may extend their timeline.
- ✓ **Data Sharing:** Charter Partner shares their Fall 1 CALPADS 8.1 Student Profile List (as of Oct 2026) by December 2026. Data is used for enrollment pipeline analysis, subgroup tracking, and joint marketing per Appendix C.
- ✓ **Third-Party Research:** Oakland Enrolls may share CALPADS data with third-party research partners. Charter Partner warrants FERPA compliance for all data shared.

SECTION 2 – Reaching New Families & Generating Leads

Oakland Enrolls provides multilingual phone support, coordinated pop-up outreach events, and a paid ambassador network of community members who reach communities that traditional outreach misses. Full service details in Appendix E.

SECTION 3 – Collective Capacity Building

Charter Partners get dedicated SchoolMint Enrolls transition support throughout the cycle, a Summer Enrollment Kick-off where your team leaves with a 12-month enrollment plan, and quarterly Community of Practice sessions to analyze data, share what’s working, and sharpen your recruitment strategy alongside peers. Full service details in Appendix F.

SECTION 4 – Collective Marketing

Your school's story gets told. Oakland Enrolls publishes posts/blogs and runs targeted paid digital campaigns that promote our partner schools. Full service details in Appendix F.

SECTION 5– Charter Partner Commitments

Charter Partner agrees to the following as a condition of its participation in the common application:

5a. Before Signing

- ✓ **Complete Appendix A: Confirmation of Commitments & Services**
- ✓ **Complete Appendix B: Key Organization Contacts (via Google Form)**

5b. Application Requirements

- ✓ **Use Oakland Enrolls only:** Charter Partner will only accept applications to its participating schools through the Oakland Enrolls common application during On-Time (open enrollment) and Late (post enrollment) periods. Charter Partner will not create or accept any school-specific applications outside the Oakland Enrolls process for any grades served during the common application timeline
- ✓ **Portal access:** Charter Partner will grant Oakland Enrolls access to school application data. Oakland Enrolls may access and alter data on the portal to maintain system health.
- ✓ **Keep applications current:** Charter Partner will ensure applications remain accurate and updated per parent/guardian wishes.
- ✓ **Update school profile:** Charter Partner will provide school collateral to Oakland Enrolls in a timely manner to maintain an up-to-date online school finder profile for each participating school.
- ✓ **Post links on school website:** Charter Partner will publicly post Oakland Enrolls website links, common application verbiage, and lottery date(s) on its school website(s) on or before the launch date specified in 1a.

5c. Lottery & Verification

- ✓ **Use OE tools for lotteries:** Charter Partner will use Oakland Enrolls' tools and protocols for lotteries, waitlists, verification documents, and family communications. Oakland Enrolls will work with the vendor if custom lottery configurations are needed.
- ✓ **No pre-lottery verification:** Charter Partner will not be required to verify applicant documentation before running any lottery, unless approved in advance by Oakland Enrolls.

5d. Training & Staff

- ✓ **Review training materials:** Charter Partner will ensure appropriate staff review Oakland Enrolls' training materials, best practices, and checklists.

- ✓ **Attend required sessions:** Charter Partner will ensure staff attend required training sessions.

5e. Organizational Updates

- ✓ **Timely Communication:** Charter Partner will promptly notify Oakland Enrolls of any consequential organizational changes, including but not limited to leadership transitions, changes in key contact information, school mergers, closures, or other structural changes that may affect enrollment operations or participation in the common application.

5f. Fees

\$15,000 per school

SchoolMintEnrolls: \$4,000 • Oakland Enrolls: \$11,000

July 1, 2026 – June 30, 2027 | Sign & submit MOU by May 15, 2026

Payment term: Full payment is due by July 1, 2026.

<p>Send check to: Families in Action for Quality Education Attn: Oakland Enrolls 433 Hegenberger Road, Suite 222 Oakland, CA 94621</p>	<p>Send bank transfer to (preferred): Bank: Citibank Address: 4101 Piedmont Avenue Account Number: 208-636-076 Routing Number: 32-11-711-84</p>
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What’s included: Common application, communication, lottery & waitlist modules; plus Operations Support, Family Support, Advocacy, Communications, Marketing & Recruitment, Data & Analysis, Network Benefits, Community Outreach, and Council Membership. See Appendix E.

Optional add-ons:

- **Intensive Enrollment Support:** For an additional fee, Oakland Enrolls can provide an intensive, structured cohort experience designed for experienced school leaders and under-enrolled schools seeking deeper, customized enrollment support. Includes monthly 1:1 enrollment coaching and consultation and deliverables.
- Additional software modules (e.g., registration, re-enrollment) may be purchased directly from the vendor.
- Oakland Enrolls can refer partners to marketing and communications specialists.

5g. Indemnification & Liability

Indemnification: Charter Partner agrees to defend, indemnify, and hold harmless Oakland Enrolls and its officers, directors, employees, and agents from any claims, damages, or liabilities arising from Charter Partner’s negligent, willful, or reckless acts or omissions, breach of this MOU, or fraud.

Limitation of Liability: CHARTER PARTNER AGREES THAT OAKLAND ENROLLS SHALL NOT BE LIABLE FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL, PUNITIVE, OR EXEMPLARY DAMAGES (EVEN IF SUCH DAMAGES

ARE FORESEEABLE, AND WHETHER OR NOT OAKLAND ENROLLS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES). OAKLAND ENROLLS' MAXIMUM LIABILITY IS LIMITED TO AMOUNTS PAID BY CHARTER PARTNER UNDER THIS MOU.

SECTION 6 – Terms & Conditions

Term: July 1, 2026 to June 30, 2027. Payment obligations survive the term. Sections 5(f) and any provisions reasonably intended to survive will continue after expiration. This MOU cannot be cancelled by Charter Partner during the term.

Governing Law: This MOU is governed by California law without giving effect to conflict of law principals. Each Party consents to exclusive jurisdiction and venue of state or federal courts in Oakland, CA.

Assignment: Charter Partner may not assign rights or obligations without prior written consent from Oakland Enrolls.

Integration & Modification: This MOU (including appendixes) is the entire agreement of the Parties relating to Oakland Enrolls during the 2026–2027 School Year. Amendments must be in writing and signed by both Parties.

Waiver: No delay or omission by Oakland Enrolls in exercising any right under this MOU will operate as a waiver of that right.

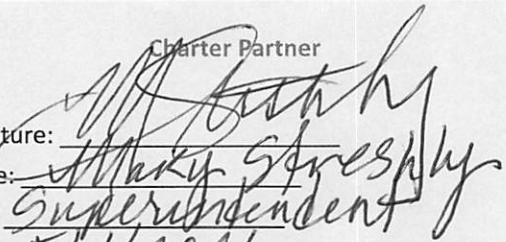
Force Majeure: If either Party is unable to perform any of its obligations under this MOU or to enjoy any of its benefits because natural disaster, acts of God, acts of war, terrorism, civil disorders, decrees of governmental bodies, strikes, lockouts, labor or supply disruptions or similar causes beyond the reasonable control of the affected Party (hereinafter referred to as a Force Majeure Event), the Party who has been so affected shall immediately give written notice to the other party of the occurrence of the Force Majeure Event (with a description in reasonable detail of the circumstances causing such event) and shall do everything reasonably possible to resume performance. Upon receipt of such written notice, all obligations under this MOU shall be suspended for as long as such Force Majeure Event continues and provided that the affected party continues to use commercially reasonable efforts to recommence performance whenever and to whatever extent possible without delay.

Severability: The invalidity or unenforceability of any provision of this MOU shall in no way affect the validity or enforceability of any other provision of the MOU.

Electronic Signatures: Electronic signatures (including but not limited to DocuSign and AdobeSign) have the same force and effect as original signatures.

WITH INTENT TO BE BOUND, the parties have executed this MOU as of the Effective Date.

Charter Partner


Signature: 

Name: Mary Gresham

Title: Superintendent

Date: 5/4/2026

Oakland Enrolls

Signature: 
Kimi Kean (Apr 27, 2026 13:44:06 PDT)

Name: Kimi Kean

Title: Chief Executive Officer

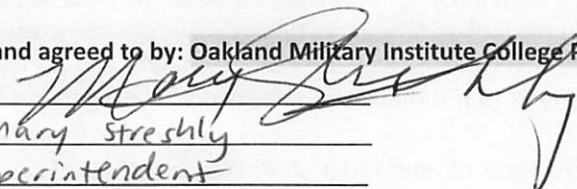
Date: 04/27/2026

APPENDIX A – Confirmation of Commitments & Services

Period: July 1, 2026 – June 30, 2027

Purchase	Description	Cost Per School
✓ Baseline Services	<p>Common Application Infrastructure: SchoolMint Enrolls platform, application, communication, lottery & waitlist modules. Includes licensing, enhancements, administration, and translation costs.</p> <p>Oakland Enrolls Member Benefits: Family Outreach; Collective Capacity Building; Collective Marketing.</p>	<p>\$15,000</p> <p>SchoolMint: \$4,000 Oakland Enrolls: \$11,000</p>

School (s) in Network	Total Cost
Oakland Military Institute College Preparatory Academy	\$15,000 due July 1, 2026

Accepted and agreed to by: Oakland Military Institute College Preparatory Academy
 Signature: 
 Name: Mary Streshly
 Title: Superintendent
 Date: 05/08/2026

APPENDIX B – Key Systems & Organization Contacts

Please review, update, and identify key contacts for each role in your organization using the sheet below. If one staff member holds multiple roles, enter their information for each.

School Contacts 26-27 [MASTER LIST]

APPENDIX C – Data Policy

Oakland Enrolls analyzes enrollment data consistent with FERPA to develop reports on application, offer, and acceptance patterns. The following policies govern all data shared under this MOU.

What is confidential information?

Includes: (i) student data — directory information, or aggregate/individual student data that identifies or could reasonably identify a student; (ii) school-level data not generally known to the public that identifies or could identify a school.

Excludes: Information that is or becomes publicly known or available through no fault of either Party; information lawfully obtained from a third party who had the right to make such disclosure; school-level data released for publication by in writing by the applicable charter school operator.

Oakland Enrolls' Data Obligations

- ✓ **Reasonable care:** Exercise at least the same care as Oakland Enrolls uses for its own data; limit internal distribution to employees or agents with a need to know.
- ✓ **Encrypted transmission:** Encrypt Confidential Information before electronic transmission; do not include descriptions with passwords.
- ✓ **Physical security:** Store physical copies under lock and key or equivalent physical access controls.
- ✓ **Portable media:** Encrypt data on removable media (CDs, DVDs, flash drives); store under lock and key.
- ✓ **Device security:** Password-protect workstations and laptops; enable screen locks.
- ✓ **Breach notification:** Notify affected Charter Partner within 5 business days of becoming aware of unauthorized use or disclosure; cooperate on remediation.

APPENDIX D – Roles & Responsibilities

The table below summarizes primary and secondary responsibilities. It is a guide, not an exhaustive list.

Activity	Oakland Enrolls	Schools	SchoolMint
Gather info for application & lotteries	primary	secondary	
Confirm lottery preferences	secondary	primary	
Build application	secondary	primary	
Manage application, translations, messaging	primary	secondary	
Data cleanup: duplicates	secondary	primary	
Support lottery setup	secondary	primary	
Confirm/approve lottery setup			only
Run lottery	secondary	primary	
Build & manage registration packets	primary	secondary	
Ongoing operations support	primary	primary	
Product user training	secondary		primary
SchoolFinder updates*	secondary	primary	
School-specific outreach		only	
General process outreach	primary	secondary	
Collective marketing	primary	secondary	
Internal data for school partners	primary	secondary	
Power of Choice data (external)	only		

Primary main party responsible for completing the task

Secondary provides technical support, guidance, or feedback to the primary party

Only sole party responsible; no other party involved

* Oakland Enrolls makes bulk updates to SchoolFinder around key dates; schools maintain their own profile.

** Oakland Enrolls only performs duplicate data cleanup during the On-Time enrollment period.

APPENDIX E – Standard Service Details

Detailed breakdown of all services included in membership.

1. Common Application Infrastructure

- ✓ SchoolMint Enrolls common application, lottery, and waitlist for all participating charter schools and access to school data dashboard
- ✓ SchoolFinder with partner profiles and key enrollment info
- ✓ Timely partner communication including recurring newsletters with enrollment trends, updates, and actionable guidance
- ✓ Ad hoc data pulls for aggregate student information (by request)*
- ✓ Data for schools undergoing charter renewal (by request)*

2. Reaching New Families & Generating Leads

- ✓ Multilingual phone support for families to navigate, complete, and submit applications
- ✓ Strategically aligned outreach pop-up events through a shared calendar to strengthen presence in key communities, including our School Choice Fair
- ✓ Pilot paid multilingual ambassadors program to support with outreach

3. Collective Capacity Building

- ✓ Ongoing office hours, email support, and multiple trainings throughout the enrollment cycle in partnership with SchoolMint
- ✓ In-person convenings and peer community sessions focused on data-driven enrollment planning, role clarity, goal setting, shared learning, and practical recruitment strategies across a 12-month enrollment plan.

4. Collective Marketing

- ✓ Blog posts, plus seasonal enrollment guidance posts
- ✓ Targeted digital media campaigns

6. Advocacy Support

- ✓ Power of Data report developed and distributed citywide
- ✓ C3 voter awareness emails to all OE contacts

7. Network Benefits

- ✓ Oakland charters in one collaborative network
- ✓ System focused on equitable family access
- ✓ Collective support in a dynamic enrollment environment
- ✓ Institutional knowledge and continuous improvement focus

8. Oakland Enrolls Council Membership

- ✓ Input on policies and implementation
- ✓ Annual meeting with network-wide enrollment updates

AT-WILL EMPLOYMENT AGREEMENT
Between
OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
& Name

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Governing Board (“Board”) of Oakland Military Institute (“OMI”), a California public charter school approved by the Oakland Unified School District (“District”). The Board desires to hire employees who will assist OMI in implementing its purposes, policies, and procedures, and in achieving the goals and meeting the requirements of OMI’s charter. The parties recognize that OMI is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, OMI and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. OMI operates a charter school which has been established pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.*, and which has been duly approved by the District, according to the laws of the State of California. OMI is a charter school employer operating under the provisions of an approved charter for which OMI is eligible to receive state apportionment.
2. Pursuant to Education Code section 47604, OMI has elected to be formed and to operate as a nonprofit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, OMI is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of OMI, and the employee signing below expressly recognizes that he/she is being employed by OMI and not the District.
3. Pursuant to Education Code section 47610, OMI must comply with all of the provisions set forth in its operative charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. OMI shall be deemed the exclusive public school employer of the employees at OMI for purposes of Government Code section 3540.1.
5. The Employee shall be an employee of the single-site public charter school named Oakland Military Institute, which is an agency and/or political subdivision of California bearing the County-District-School code 01 61259 0130617.

B. EMPLOYMENT TERMS AND CONDITIONS**1. Duties**

The Employee shall work in the position of **Job Description**. The Employee will perform such duties as OMI may reasonably assign and the Employee will abide by all OMI policies and procedures as adopted and amended from time to time. The Employee further agrees to abide by the provisions of OMI's charter. A copy of the job description for the above position is attached hereto and incorporated by reference herein. This position performs "creditable service" within the meaning of Education Code section 22119.5. These duties may be amended from time to time in the sole discretion of OMI.

2. Work Schedule/Work Year

Although Employee's employment remains at-will, the work year for the job position shall be from [first day of work] to [last day of work]. A full-time employee who completes the Work Year shall earn 1.0 FTE of CalSTRS service credit. Employee's service credit shall be prorated based on FTE and percentage of the work year completed.

The minimum on-site obligations for this position shall generally be Monday through Friday, 8AM to 4PM. While the Employee shall be available on-site during this time period, the duties of this exempt position may require work on weekends, as well as before and after the regular work year or hours of the work day. Workdays on which the Employee is expected to be on-site shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein. The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with OMI.

3. Compensation

The annual compensation for this position shall be \$ **Amount** paid twice monthly over ten (10) months subject to all regular withholdings. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for the entire year. As an exempt employee, the Employee shall not be eligible to earn overtime.

4. Employee Benefits

The Employee shall be entitled to participate in designated employee benefit programs and plans established by OMI (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be modified by OMI in its sole discretion. Employee shall be entitled to participate in the California State Teachers' Retirement System ("STRS"), subject to program and eligibility requirements.

5. **Performance Evaluation**

The Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate the Employee shall not prevent OMI from disciplining or dismissing the Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employee will be provided a copy of the California pamphlet, "Know Your Rights." Employment rights and benefits for employment at OMI shall only be as specified in this Agreement, OMI's charter, applicable state and federal law (including the Charter Schools Act), and OMI's Employee Handbook, which OMI may amend and modify from time to time. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. The Employee shall not acquire or accrue tenure, or any employment rights with OMI.

7. **Licensure**

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis if risk factors were identified. Both clearances must be in place prior to the first day of service.

10. **Conflicts of Interest**

The Employee understands that, while employed at OMI, he/she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent

contractor relationship, with any other agency or school that will in any way conflict with his/her employment with OMI.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Superintendent, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. OMI shall in no way be responsible for any expenses attendant to the performance of such outside activities.

12. **Emergency Contact**

Employees have the right under California law to designate an emergency contact person and to state whether that person should be notified if the employer has actual knowledge that the employee is arrested or detained at work or during work hours, and the employee may revise this designation and preference at any time.

C. **EMPLOYMENT AT-WILL**

OMI may terminate this Agreement and the Employee's employment at any time with or without cause, with or without advance notice, and at OMI's sole and unreviewable discretion. Either party may immediately terminate this Agreement and the Employee's employment upon written notice to the other party.

The Employee also may be demoted or disciplined and the terms of his/her employment may be altered at any time, with or without cause, at the discretion of OMI. No one other than the Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the terms of this Agreement, and any such agreement must be in writing and must be signed by the Board and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. **GENERAL PROVISIONS**

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and

assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with OMI on the terms specified herein.
2. All information I have provided to OMI related to my employment is true and accurate.
3. A copy of the job description is attached hereto.
4. This is the entire agreement between OMI and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Human Resources Manager _____ Date: _____

OMI Approval:

Date: _____

Dr. Mary Streshly, Superintendent

Effective Date of this Agreement: August 2, 2026

This Employment Agreement is subject to ratification and approval by the Governing Board of OMI.

Coversheet

2026-2027 Academic Calendar

Section: IV. Approval of Consent Items

Item: D. 2026-2027 Academic Calendar

Purpose:

Submitted by: MSG Michael Traver

Related Material:

_SY 2025-26 Bell schedule & Instructional Minutes - 2026-2027 Calendar Draft.pdf

BACKGROUND:

The first day of school for the 2026-2027 school year is August x, 2026. Please review the attached 2026-2027 academic calendar.

RECOMMENDATION:

The staff recommends the OMI Board of Directors approve the 2026-2027 Academic Calendar.

Oakland Military Institute College Preparatory Academy 2026-2027 Teacher/Cadet Calendar

JULY 2026							H	S	T
S	M	T	W	T	F	S			
			1	2	3	4			
5	6	7	8	9	10	11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31				
							0		

AUGUST 2026							H	S	T
S	M	T	W	T	F	S			
						1	0	0	0
2	3	4	5	6	7	8	1	2	5
9	10	11	12	13	14	15	0	5	5
16	17	18	19	20	21	22	0	5	5
23	24	25	26	27	28	29	1	5	5
							2	17	20

SEPTEMBER 2026							H	S	T
S	M	T	W	T	F	S			
30	31	1	2	3	4	5	0	5	5
6	7	8	9	10	11	12	0	4	4
13	14	15	16	17	18	19	0	5	5
20	21	22	23	24	25	26	0	5	5
27	28	29	30				0	2	3
							0	21	22

No School	Holidays	
9/7/2026	Labor Day	1
10/12/2026	Indigenous Peoples' Day	1
11/11/2026	Veteran's Day	1
11/23/26-11/27/2026	Thanksgiving Break	5
12/21/2026-1/4/2027	Winter Break	10
1/18/2027	M.L. King, Jr. Day	1
2/12/2027-2/16/2027	Presidents' Day	3
3/29/2027-4/2/2027	Spring Break/ Cesar Chavez Day	5
5/31/2027	Memorial Day	1
	Total Student Holidays and Breaks	28

OCTOBER 2026							H	S	T
S	M	T	W	T	F	S			
			1	2	3	0	2	2	
4	5	6	7	8	9	10	0	5	5
11	12	13	14	15	16	17	0	4	4
18	19	20	21	22	23	24	0	5	5
25	26	27	28	29	30	31	0	5	5
							0	21	21

NOVEMBER 2026							H	S	T
S	M	T	W	T	F	S			
1	2	3	4	5	6	7	0	5	5
8	9	10	11	12	13	14	0	4	4
15	16	17	18	19	20	21	0	5	5
22	23	24	25	26	27	28	0	0	0
29	30						0	1	1
							0	15	15

DECEMBER 2026							H	S	T
S	M	T	W	T	F	S			
		1	2	3	4	5	0	4	4
6	7	8	9	10	11	12	0	5	5
13	14	15	16	17	18	19	1	5	5
20	21	22	23	24	25	26	0	0	0
27	28	29	30	31			0	0	0
							1	14	14

No School	Professional Development	
7/31/2026	New Teacher PD/Optional half work day for teachers	
8/3/2026-8/5/2026	Professional Development	3
9/28/2026	Professional Development	1
1/4/2027	Professional Development	1
3/8/2027	Professional Development	1
	Total Professional Development Days	6

JANUARY 2027							H	S	T
S	M	T	W	T	F	S			
				1	2	0	0	0	
3	4	5	6	7	8	9	1	4	4
10	11	12	13	14	15	16	0	5	5
17	18	19	20	21	22	23	0	4	4
24	25	26	27	28	29	30	0	5	5
31							1	18	18

FEBRUARY 2027							H	S	T
S	M	T	W	T	F	S			
1	2	3	4	5	6	0	5	5	
7	8	9	10	11	12	13	0	4	4
14	15	16	17	18	19	20	0	3	3
21	22	23	24	25	26	27	0	5	5
28							0	0	0
							0	17	17

MARCH 2027							H	S	T
S	M	T	W	T	F	S			
	1	2	3	4	5	6	5	5	5
7	8	9	10	11	12	13	0	4	5
14	15	16	17	18	19	20	0	5	5
21	22	23	24	25	26	27	0	4	4
28	29	30	31				0	0	0
							5	18	19

Marking Periods		
9/18/2026	Marking Period 1	
10/30/2026	Marking Period 2	
12/18/2026	Marking Period 3/ End of the Semester	
2/26/2027	Marking Period 1	
4/16/2027	Marking Period 2	
5/27/2027	Marking 3/ End of the Semester	

APRIL 2027							H	S	T
S	M	T	W	T	F	S			
			1	2	3	0	0	0	
4	5	6	7	8	9	10	0	5	5
11	12	13	14	15	16	17	0	5	5
18	19	20	21	22	23	24	5	5	5
25	26	27	28	29	30		0	5	5
							5	20	20

MAY 2027							H	S	T
S	M	T	W	T	F	S			
						1	0	0	0
2	3	4	5	6	7	8	0	5	5
9	10	11	12	13	14	15	0	5	5
16	17	18	19	20	21	22	0	5	5
23	24	25	26	27	28	29	3	4	4
30	31						3	19	19

JUNE 2027							H	S	T
S	M	T	W	T	F	S			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30						

Special Days of Note		
8/6/2026	First Day of School (1/2 day)	
8/27/2026	Back to School Night	
1/5/2027	First day of the Spring Semester	
4/19/2027-4/23/2027	CAASPP Testing school-wide	
5/26/2027	M.S. Graduation	
5/27/2027	H.S. Graduation	

- Outside of Schedule

185	Teacher
180	Student
9	Half Days

Coversheet

2026-2027 Course Catalog

Section: IV. Approval of Consent Items
Item: E. 2026-2027 Course Catalog
Purpose:
Submitted by:
Related Material: OMI Course Catalog 2026-2027.pdf

BACKGROUND:

The OMI 2026-2027 Course Catalog reflects new courses to support both our struggling cadets in Math and English (Reading and Writing) and our excelling cadets on track to earn the coveted Governor's Baccalaureate Diploma or OMI Advantage Pathway.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY COURSE CATALOG 2026-2027

Dear OMI Cadets and Families,

The faculty and staff at Oakland Military Institute College Preparatory Academy (OMI) believe in the success of each and every cadet. We will do everything we can to support the academic success and personal growth of all our cadets. Our goal is for cadets to graduate “College and Career” ready. You hold the keys that will open the doors to the fulfillment of your individual academic achievements and educational growth.

The introductory pages of the course catalog outline OMI graduation requirements and site enrollment requirements. Also included is information about college entrance requirements. Course offerings are listed by department. It is intended that families review this catalog together making informed decisions about an educational program that will interest and challenge a cadet’s intellect. Cadets should be encouraged to select an academically rigorous program in order to develop their full potential. We hope that cadets will find time in their schedule to become involved in athletics and/or other co-curricular programs, which can be a very enriching part of a well-rounded educational experience.

GRADUATION REQUIREMENTS

Cadets shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the OMI board of directors. The prescribed course of study for cadets shall include (Ed Code 51225.3):

Subject Area		Credits Needed
History / Social Science	World History	10
	US History	10
	American Government	5
	Economics	5
English	English	40
Mathematics	Mathematics	30
Laboratory Science	Biology	10
	Physical Science	10
Language other than English	World Language	20
Visual and Performing Art	Visual and Performing Art	10
College Preparatory Electives	Military Science / PE Student Leaders / PE	40
	Electives	25
	Ethnic Studies*	5
Total Credits Required:		220

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

Additional Requirements:

- Earn 220 units. For each class passed with a grade of “C” or better the cadet will receive 5 units of credit. To meet the minimum college entrance requirements, cadets must pass all classes with a “C” or better.

UC/CSU College Entrance Requirements “a-g”		
“a”	History/Social Science	3 yrs. required
“b”	English	4 yrs. required
“c”	Mathematics	3 yrs. required, 4 recommended
“d”	Laboratory Science	2 yrs. required (in biology, chemistry and/or physics), 3 recommended
“e”	Language other than English	2 yrs. required, 3 years recommended
“f”	Visual and Performing Arts	1 full year of the same class
“g”	College Preparatory Electives	1 year required

Honors Courses: Oakland Military Institute College Preparatory Academy assigns extra grade points as follows for up to four units of certified honors level work: A = 5 points, B = 4 points, C = 3 points, D = 0. Cadets can see their counselor for details.

D and F Grades: D and F grades in CSU/UC “a-g” courses are required to be repeated as **full “a-g” completion is a graduation requirement at OMI.** Cadets must consult with their counselor to determine remediation options.

EARLY COLLEGE PATHWAYS The OMI Advantage Pathway**

The Headstart Pathway introduces cadets to college-level courses, which places them a semester ahead of their peers as college freshmen, earning them high school institutional recognition and increased scholarship opportunities.

CADET SERVICES

Coursework to be completed in the following areas:

- Area One: Natural Science
- Area Two: Social and Behavioral Science
- Area Three: Humanities
- Area Four: English and/or Math
- Area Five: Ethnic Studies

Governor’s Baccalaureate Diploma Pathway**

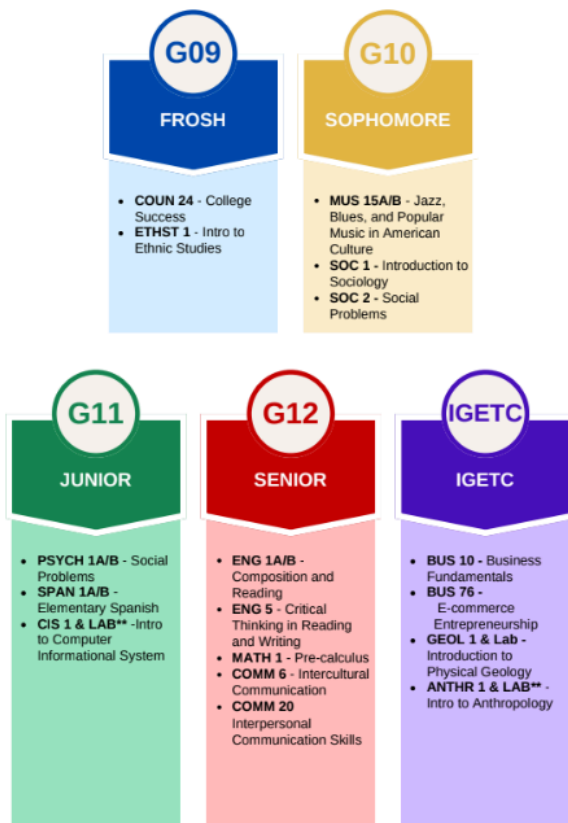
The elite Governor’s Baccalaureate Diploma Pathway is offered through OMI’s partnership with Peralta Community College. Cadets who participate in this program can earn high school and college-level credits at the same time!

Governor’s Baccalaureate Diploma graduates will:

- ★ Earn a more competitive GPA for college admissions
- ★ Graduate high school with two semesters worth of college credits
- ★ Save thousands of dollars on higher education

See recommended pathway below.

Course Recommendations by Requirement Area



**Coursework can be completed via dual or concurrent enrollment unless otherwise noted with Pathway Coordinator approval.

COUNSELORS

Our counseling team is dedicated to cadet success. Our counselors provide comprehensive academic and mental health support, while recognizing the individual needs of cadets within a diverse population. Counselors work with cadets in assessing, planning, and achieving their immediate and long-term goals as well as assisting cadets in developing self knowledge, self-esteem, and self-confidence to enhance cadet learning and success. Cadets are encouraged to visit their school’s Cadet Services/Mental Health and Wellness web page for college and career planning.

ENGLISH LEARNER SERVICES

The English Learner Program provides services for cadets who do not read, write, listen and/or speak English as their primary language and whose scores on a language test qualify them for the program. We offer designated support in three (3) levels of English Language Development (ELD) and additional integrated instructional support in all core academic areas.

REPORT CARDS/ GRADING SYSTEM

Cadet progress reports are available six times a year at the close of each six-week grading period. Final report cards are sent at the conclusion of both the Fall and Spring semesters.

A	=	Superior achievement
B	=	Above average achievement
C	=	Average
D	=	Below average achievement
F	=	Failure to achieve minimum requirement
I	=	Incomplete*
W	=	Withdrawal from course.

* “I” grades will be converted to “F” if the Teacher Initiated Grade Change Form is not completed and submitted to the Registrar within 6 weeks from the end of the grading period.

ADD, DROP, AND WITHDRAWAL POLICY

OMI Course add and/or drop requests must be received by the counseling office no later than the third day of the semester.

Peralta College course drops or withdrawals are not an automatic process. It is the responsibility of the cadet to work with their OMI Counselor to drop the class(es) that they are not attending. Failure to drop may result in the cadet owing tuition and fees, receiving substandard grades, and losing eligibility for financial aid.

MID-YEAR GRADUATION REQUIREMENTS

Students who wish to graduate before the completion of eight semesters must request permission for mid-year graduation from their Academic Counselor, the Director of Student Services, and their parents. In addition, they must complete the mid-year graduation process. To be considered for mid-year graduation, a cadet must be within thirty-five (30) credits of the required two hundred twenty (220) credits at the beginning of his/her last semester. Other requirements apply - Please see your counselor for assistance with this process.

CADET HEALTH

Cadet health helps to protect and improve the health of cadets, thus aiding their growth and development and enabling them to benefit fully from school experiences. Record of immunizations as required by California law must be presented at the time of cadet enrollment. In the event of illness, parents/guardians are notified before a cadet is sent home. If an accident or emergency exists and a parent/guardian cannot be reached, local municipal emergency services are contacted. A doctor's office visit slip may be requested for a cadet to be readmitted to school. The goal is to develop within each cadet a sense of responsibility for his or her own health and an understanding of the principles upon which good health is based.

ATHLETIC PROGRAM AND ELIGIBILITY

The athletic program provides cadets with opportunities in high school athletics and for participation in competitive sports. It also encourages good scholastic

standing and the completion of high school. To be eligible to participate in the program, a cadet must receive an unweighted 2.0 grade point average on the previous grading period and complete 20 credits. By rule of California Interscholastic Federation (C.I.F.), a player is limited to eight semesters of eligibility and shall not participate in interscholastic activities after he/she has reached his/her 19th birthday prior to June 15. At the present time, many graduates enjoy the benefits of athletic scholarships earned on the basis of their participation in the high school athletic program. In order to participate in the college athletics program, cadets must clear through the NCAA Eligibility center.

The following sports are highly organized, competitive activities for the participant who has a degree of athletic ability. In addition to developing athletic skills, fitness, and health, this program teaches cadet-athletes to value fair play and cooperation, and fosters a positive self-image and sense of self-worth.

Fall Season: Cross Country (co-ed), Boys Soccer, Girls Volleyball.

Winter Season: Boys Basketball, Girls Basketball, Wrestling (co-ed).

Spring Season: Girls Soccer, Track & Field (co-ed), Boys Volleyball, Flag Football (co-ed), Badminton (co-ed)

Courses

["a" History/Social Science](#)

["b" English](#)

["c" Mathematics](#)

["d" Laboratory Science](#)

["e" Language Other Than English \(LOTE\)](#)

["f" Visual and Performing Arts \(VPA\)](#)

["g" College Preparatory Electives
Dual Enrollment](#)

"a" History/Social Science (3 years required)

Social Studies 6 MSD11Y

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This year-long course is a study of ancient world history and geography. Cadets study the development of cultural, ethical, spiritual, and intellectual traditions originating in the eastern Mediterranean, rooted in ancient Greece (philosophy, democracy) and Rome (law, engineering).

Social Studies 7 MSD12Y

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This year-long course is a study of the social, cultural, technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, cadets study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, cadets assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Social Studies 8 MSD13Y

Grades: 8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This year-long course is a study of the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, cadets trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. Cadets make connections between the rise of industrialization and contemporary social and economic conditions.

Social Science Sequence–Area A

9th	10th	11th	12th
Ethnic Studies	World History	U.S. History	Government (Fall) Economics (Spring)
Electives: DE ETHST 1	Electives: DE ETHST 1 DE PSYCH 1A DE PSYCH 6	Electives: DE ETHST 1 DE PSYCH 1A DE PSYCH 6	Electives: DE ETHST 1 DE PSYCH 1A DE PSYCH 6 DE POSCI 1 DE ECON 5

World History

JA03YP

Grades: 10
Duration: Year
Grad Credit: World History
A-G Credit: "a" History
Prerequisite: None

Among the topics covered are political thought, democracy, industrialization, imperialism, World War I, totalitarianism, World War II, and the Cold War. Students will develop an understanding of and make considered judgments regarding the historical roots of contemporary world issues, especially as they relate to international relations. Major turning points that shaped the modern world, from the late eighteenth century through the present, are the focus of this year-long course. The course is designed with an emphasis on content, literacy, inquiry, and citizenship.

United States History

KA02YP

Grades: 11
Duration: Year
Grad Credit: US History
A-G Credit: "a" History
Prerequisite: None

In this course cadets examine major developments and turning points in American history from the late nineteenth century to the present. During the year the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power. The course is designed with an emphasis on content, literacy, inquiry, and citizenship.

American Government

LA01SP

Grades: 12
Duration: Semester
Grad Credit: Economics
A-G Credit: "a" History
Prerequisite: None

The successful completion of American Government is required for graduation. This course studies American political institutions, political processes and key political documents. It examines the values underlying our governmental system. Included is a study of the conflicts and problems facing the American political system in the modern world. The structure and function of our federal government is of primary concern in this course; however, state and local government is also studied. This course helps the cadet to understand the ways in which human beings govern themselves and helps cultivate habits of democratic citizenship.

Economics

MG03SP

Grades: 12
Duration: Semester
Grad Credit: Economics
A-G Credit: "g" Elective
Prerequisite: None

This one semester course will deepen cadets' understanding of the economic issues and institutions of the nation and world in which we live. Students will first understand common economic terms and concepts and then compare and contrast economic systems with a focus on the market system. Students will then take an in-depth look at microeconomics and macroeconomics. Students will complete the semester concentrating on issues of international trade and will consider what factors, conditions, and policies help developing nations sustain economic growth.

**“b” ENGLISH LANGUAGE ARTS
(4 years required)**

**English 6
MSA11Y**

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature. Through a varied selection of stories, plays, and poems, many of which highlight exemplary virtues, cadets develop skills of close reading and literary analysis.

**English 6 Advanced
MSA12Y**

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Prior year test scores and/or grades

This advanced-level course further sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature. Through a varied selection of stories, plays, and poems, many of which highlight exemplary virtues, cadets develop skills of close reading and literary analysis.

**English 7
MSA13Y**

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course targets cadets' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, cadets will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. The overall goal of the class is to increase the literacy and writing ability of cadets.

**English 7 Advanced
MSA14Y**

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Recommendation of 6th grade teacher

This advanced-level course further targets cadets' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, cadets will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. The overall goal of the class is to increase the literacy and writing ability of cadets.

**English 8
MSA15Y**

Grades: 8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course targets cadets' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, cadets will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. The overall goal of the class is to increase the literacy and writing ability of cadets.

English 8 Advanced
MSA16Y

Grades: 8
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: Recommendation of 7th grade teacher

This advanced-level course further targets cadets' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, cadets will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. The overall goal of the class is to increase the literacy and writing ability of cadets.

MS Academic Success
MS03YS

Grades: 6-8
 Duration: Year
 Grad Credit: Elective
 A-G Credit: None
 Prerequisite: Reading level at least two levels below current grade level; teacher recommendation

This course is a non-college preparatory English class required for all cadets at the intensive intervention level (see Prerequisites) and taken concurrently with a grade level English course. This course uses a state-approved comprehensive reading intervention program designed to meet the needs of cadets whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. This intervention course addresses these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

English Sequence–Area B

9th	10th	11th	12th
English 9 or English 9 Literature & Drama or Honors English 9	English 10 or Honors English 10	English 11 or Honors English 11	English 12 or Honors English 12
Electives: Student Report Lab	Electives: Student Report Lab DE COMM 20	Electives: Student Report Lab DE COMM 20	Electives: Student Report Lab DE COMM 20 DE ENG 1A DE ENG 5

English 9
AB04YP/C2101A/C2101B

Grades: 9
 Duration: Year
 Grad Credit: English
 A-G Credit: "b" English
 Prerequisite: None

This course initiates the cadet into the Freshman/Sophomore English program. It requires regular work in reading a balance of literature and nonfiction texts. This class develops the critical thinking skills necessary to complete that work successfully. Writing instruction concentrates on a variety of writing tasks (both brief and full writes) focusing on the three main writing types (narrative, explanatory/information, and argumentative). Language and vocabulary are taught in the context of the reading and writing tasks. Speaking and listening activities are designed to sharpen the cadets' facility with language and content knowledge in group activities, classroom discussion, oral readings, and formal presentations.

English 9 Literature and Drama
AB21YP

Grades: 9
 Duration: Year
 Grad Credit: English
 A-G Credit: "b" English
 Prerequisite: None

Course description needed.

English 9 Honors

AB05YH

Grades:	9
Duration:	Year
Grad Credit:	English
A-G Credit:	"b" English
Prerequisite:	Recommendation of 8th grade teacher

This class begins a two-year sequence of Honors classes that prepares cadets to take the Advanced Placement Exam for Honors English in the junior and senior year. It emphasizes the development of analytical reading and writing skills, particularly argumentative and informative writing and close analysis of literature and informational texts. Cadets read extensively from a wide range of literature and informational texts in all the major genres, from Homer to Kingsolver. They write in a variety of modes and learn strategies for becoming independent, reflective writers, with special emphasis on argumentative, information, and narrative writing. Thoughtful class discussions are an essential feature of the class, which also provides numerous opportunities for cadet oral presentations. The class also includes an intensive study of vocabulary and a review of grammar.

English 10

AB06YP/C2102A/C2102B

Grades:	10
Duration:	Year
Grad Credit:	English
A-G Credit:	"b" English
Prerequisite:	English 9

This course builds on the content introduced in the Freshman English program. It requires regular work in reading a balance of literature and nonfiction texts. This class develops the critical thinking skills necessary to complete that work successfully. Writing instruction concentrates on a variety of writing tasks (both brief and full writes) focusing on the three main writing types (narrative, explanatory/information, and argumentative). Language and vocabulary are taught in the context of the reading and writing tasks. Speaking and listening activities are designed to sharpen the cadets' facility with language and content knowledge in group activities, classroom discussion, oral readings, and formal presentations.

English 10 Honors

AB07YH

Grades:	10
Duration:	Year
Grad Credit:	English
A-G Credit:	"b" English
Prerequisite:	English 9 H, English 9 with teacher recommendation

This is an accelerated Honors class that focuses on reading major works of European and American literature analytically, and developing advanced interpretive writing skills. It continues the intensive program of analytical reading and writing begun in Honors English 9, and is intended to prepare cadets for eventual success in taking the Advanced Placement Exam for Honors English in the junior and senior year. Cadets read extensively from works by major writers. The course includes a vigorous writing program that requires cadets to write clearly and thoughtfully in a variety of modes, with special emphasis on interpretive and writing. Class discussions of literature and numerous oral presentations by cadets are key features of the class, which also incorporates an intensive study of vocabulary and a review of grammar.

English 11

AB08YP/C2103A/C2103B

Grades:	11
Duration:	Year
Grad Credit:	English
A-G Credit:	None
Prerequisite:	English 10

A year-long, ten credits, general course open to 11th graders explores the works and themes of texts through novels, short stories, articles, and plays. In grade 11 cadets are increasingly sophisticated in their thinking and performances displaying a critical and thoughtful stance toward their coursework and the problems of the day. Their reasoning and debate skills will be sharpened, and cadets will present their reasoning in text, video, and in formal debate. Expectations are for the volume, pace, and depth of reading and writing to increase to new levels.

English 11 Honors Language and Composition AB09YH

Grades:	11
Duration:	Year
Grad Credit:	English
A-G Credit:	"b" English
Prerequisite:	English 10 H, English 10 with teacher recommendation

This honors course is an AP-aligned course in English Language and Composition engages cadets in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make cadets aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. . Their reasoning and debate skills will be sharpened, and cadets will present their reasoning in text, video, and in formal debate.

English 12 AB10YP/C2104A/C2104B

Grades:	12
Duration:	Year
Grad Credit:	English
A-G Credit:	"b" English
Prerequisite:	P Composition/ American Literature

This course provides an intensive study of the dynamics and structure of the English language, including the essential skills of composition development, writing style, critical reading, writing and analysis, academic vocabulary, grammatical structure and rules, and academic verbal discussion as outlined and in accordance with the California Common Core Standards. Cadets will critically read and evaluate various forms and types of texts including novels, poetry, informational texts and visual texts.

12 English Honors Literature and Composition AB11YH

Grades:	12
Duration:	Year
Grad Credit:	English
A-G Credit:	"b" English, "g" Elective
Prerequisite:	P English 11

This honors course is designed to prepare cadets for the English Literature and Composition Advanced Placement Examination or the English Equivalency Examination of the California State University System. By reading and discussing a wide range of world literature, cadets will become familiar with the modes by which writers explore the important questions posed by humans regarding our existence and will understand the relationship between literary form and content.

HS Academic Success ZX33YS

Grades:	9-10
Duration:	Year
Grad Credit:	Elective
A-G Credit:	None
Prerequisite:	Reading level at least two levels below current grade level; teacher recommendation

This course is a non-college preparatory English class required for all cadets at the intensive intervention level (see Prerequisites) and taken concurrently with a grade level English course. This course uses the READ 180 curriculum, a state-approved comprehensive reading intervention program designed to meet the needs of cadets whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. READ 180 addresses these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

ENGLISH LANGUAGE DEVELOPMENT

MS ELD 6, 7, 8

MSA23Y Level 6th
 MSA24Y Level 7th
 MSA25Y Level 8th
 MSA17Y/9104MF Level Fundamentals
 MSA18Y/9104MA Level A
 MSA19Y/9104MB Level B

Grades: 6-8
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: Proficiency in English is at Beginning and very Early Intermediate level (score of 1 on ELPAC)

The intent of the course is to provide designated instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English proficiency.

HS ELD Fundamentals, A, B, B/Literacy

AB03YP Level Fundamentals
 AB01YP Level A
 AB02YP Level B
 AB12YP Level B/Literacy - not offered in Course not offered 2026-2027

Grades: 9-12
 Duration: Year
 Grad Credit: Elective
 A-G Credit: None
 Prerequisite: Proficiency in English is at Beginning and very Early Intermediate level (score of 1 on ELPAC)

The intent of the course is to provide designated instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English proficiency.

“C” MATHEMATICS
(3 years required, 4 years recommended)

Mathematics 6
MSB11Y/1008

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

Mathematics 6 focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics 6 Advanced
MSB12Y

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Teacher recommendation

Advanced Mathematics 6 is a year-long course that combines Math 6 and Math 7 content in preparation for Advanced Math 7 the following year.

Mathematics 7
MSB13Y
7-2424

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Completion of Math 6

Mathematics 7 focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics 7 Advanced
MSB14Y/24247H

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: C or better in Math 6/Advanced Math 6 and teacher recommendation

Advanced Mathematics 7 is a year-long course that combines Math 7 and Math 8 content in preparation for Algebra I the following year. This course does not partially or fully fulfill any high school graduation requirement for Mathematics.

Mathematics 8
MSB15Y/8-2403

Grades: 8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Completion of Math 7

Mathematics 8 focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying Pythagorean Theorem.

MS Algebra I

BC11YP/MSB16Y/24038H

Grades: 7-8
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: B or better in Math 7/Advanced Math 7 and teacher recommendation or A or better in Advanced Math 6

Advanced Mathematics 8/Algebra I cadets will learn skills, application and theory in order to reason symbolically. The key content involves translating and solving real-life applications and writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of translations, monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, absolute value, inductive and deductive reasoning, ratio and proportion, and a wide variety of problem solving situations. This course partially satisfies the high school graduation requirement for Mathematics.

MS Math Plus A, MS Math Plus B

MSB17Y/MSB18Y

Grades: 6-8
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: Math level at least two levels below current grade level;
 teacher recommendation

This course is a non-college preparatory Math class required for all cadets at the intensive intervention level (see Prerequisites) and taken concurrently with a grade level Math course. This course uses the Math 180 instructional model, a state-approved comprehensive math intervention program designed to meet the needs of cadets whose math achievement is below the proficient level. These struggling cadets have deficits in their understanding of mathematics and gaps in their foundational skills. Math Plus B supports these gaps for cadets who are two to three grade levels below their current grade level and Math Plus A supports these gaps for cadets who are more than three grade levels below their current grade level.

Math Sequence–Area C

9th	10th	11th	12th
Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus/ H Pre-Calculus	Pre-Calculus/ H Pre-Calculus or Calculus/ H Calculus
Electives: Computer Science Beg / Int Computer Science Int / Adv	Electives: Computer Science Beg / Int Computer Science Int / Adv	Electives: Computer Science Beg / Int Computer Science Int / Adv DE MATH 13	Electives: Computer Science Beg / Int Computer Science Int / Adv DE MATH 13

Algebra I

BC01YP/BC11YP/BC18YP/BC23YP/C2403A/C2403B

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: Completion of Math 8

Algebra I involves translating and solving real-life applications and writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of translations, monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, absolute value, inductive and deductive reasoning, ratio and proportion, and a wide variety of problem solving situations.

Geometry

BC02YP/BC06YP/BC17YP/BC22YP/C2408A/C2408B

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Algebra I

Geometry emphasizes the development of the concepts of symmetry, congruence and similarity; emphasizes the integration of algebra and geometry; provides experiences in synthetic and analytical methods of proof including the structure of an axiomatic system, stresses the areas of plane figures, and introduces the concept of space geometry.

Algebra II

BC03YP/BC05YP/BC19YP/BC21YP/BC23YP/C2407A/C2407B

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Algebra I

Algebra II course model aligns to the Common Core Math Standards outlined in the CA Math Framework. Cadets begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Cadets also study polynomial identities and use some key identities to establish the formula for the sum of the first n terms of a geometric sequence. Cadets extend exponent rules to include rational exponents to solve equations involving square and cube roots before developing the idea of complex numbers, in order to solve quadratic equations with non-real solutions. Building on rational exponents, cadets use logarithms to solve for unknown exponents, and are introduced to the number e and its use in modeling continuous growth through logarithmic functions. Cadets also learn to transform these functions graphically and algebraically. Furthermore, cadets work with the unit circle to make sense of trigonometric functions and use those functions to model periodic relationships. Finally, statistical inference focuses on analyzing data from experiments using normal distributions. Cadets learn to account for variability in data and estimate population mean, margin of error, and proportions using sampling and simulations.

Honors Algebra II ~~-course not offered 2026-2027~~ Course # Here

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Algebra I or Geometry

Honors Algebra II course is based on the standards set by the State of California. The following topics are included: functions; variation and graphs; linear functions; matrices; systems; quadratic functions; powers; inverses and radicals; exponential and logarithmic functions; trigonometry; polynomials; quadratic relations, arithmetic and geometric sequences and series, binomial theorem.

Statistics

BC04YP/4602/4602A/4602B/4602D

Grades: 10-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: B or better in Algebra II

Statistics is a year-long course designed to expose cadets to the basics of statistical testing. Cadets will learn how to collect, organize, display and analyze data, and subsequently draw conclusions from it. The elements of probability will also be explored. This course will expose cadets to the four broad themes of introductory statistics:

1. Exploring and organizing data: cadets will observe patterns and departures from patterns.
2. Sampling and experimentation: cadets will conduct studies to produce data by determining what to measure and how the measurements should be made.
3. Anticipating patterns: cadets will use probability to anticipate patterns and simulate random events.
4. Statistical inference: cadets will make estimates about populations and form and test hypotheses. Upon successful completion of this course cadets will know the appropriate method to use in order to collect, organize and analyze data in an unbiased manner in a variety of situations.

Pre-Calculus ~~-Course not offered 2026-2027~~ BC05YP/2410A/2410B

Grades: 10-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Algebra II

This year-long course combines the trigonometric, geometric, and algebraic concepts needed to prepare cadets for the study of Calculus. The main topics in the course are (1) complex numbers, (2) rational functions, (3) trigonometric functions and (4) their inverses, (5) inverse function, (6) vectors and (7) matrices and (8) parametric and (9) polar curves. *A graphing calculator is recommended.*

Honors Pre-Calculus

BC15YH/2410/2410D

Grades: 10-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: B or better in Algebra II plus teacher recommendation

This course is intended only for those cadets who have completed Mathematics II and III at a high level of accomplishment. This year-long course will be a study of Trigonometry, Algebra and Analytic Geometry, including applications and modeling. It will focus on the theoretical basis for processes and procedures, including proofs, strengthen conceptual understanding, and begin providing the intuitive foundations for calculus. Only grades of "C" or better will be weighted. *A graphing calculator is recommended.*

Honors Statistics- Course not offered 2026-2027**Course # Here**

Grades: 10-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: B or better in Algebra II

Honors Statistics is a one-year, college-level, non-calculus-based introduction to statistics. Its purpose is to introduce cadets to the major concepts and tools of data collection, analysis and the drawing of conclusions. The emphasis is on thinking and experience with data sets and statistical concepts. It is intended as an optional fourth year of mathematics.

Calculus-Course not offered 2026-2027

9258/BC06YH

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Pre-Calculus

Calculus is a one-year course designed for cadets to have the chance to sample college mathematics with the intention of bridging high school and college mathematics. Students who have completed Pre-Calculus should view Calculus as the next logical step in their mathematical development. This course provides cadets an opportunity to learn college-level material in a high school environment over the course of a full school year. The purpose of this course is to cover differential and elementary integral calculus at an introductory level. After acquiring this fundamental understanding of calculus, our cadets will be well prepared for the rigor of college level mathematics.

H Calculus A/B

BC16YH/2480

Grades: 10-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in each semester of H Pre-Calculus or B or better in each semester of Pre-Calculus

Honors Calculus is a one-year course designed for cadets that have completed the normal course of mathematics study offered at a four-year high school. The class gives the cadets a chance to learn college-level material in a high school environment. The class offers both the chance to sample college mathematics and the chance to receive college credit by passing the AP exam.

H Calculus B/C - **Course not offered 2026-2027** 2480B

Grades: 10-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in AP Calculus AB

Honors Calculus is a one-year course designed for cadets that have completed the normal course of mathematics study offered at a four-year high school. The class gives the cadets a chance to learn college-level material in a high school environment. The class offers both the chance to sample college mathematics and the chance to receive one year of math college credit by passing the AP Calculus B/C exam.

"d" LABORATORY SCIENCE (2 years required, 3 recommended)

STEAM 6 (formerly Science 6) MSC20Y/MSC11Y/1010

Grades: 6
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: None

A one-year course utilizes a blended method of learning. Cadets will learn life science theories in an online and hands-on learning environment. Topics include: Natural systems, climate and weather, climate and life and human impacts on our environment.

STEAM 7 (formerly Science 7) MSC21Y/MSC12Y/2621

Grades: 7
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: None

A one-year course utilizes a blended method of learning. Cadets will learn life science theories in an online and hands-on learning environment. Topics will be centered around: Changing matter, matter and energy, influencing ecosystems.

STEAM 8 (formerly Science 8) MSC22Y/MSC13Y/2610

Grades: 8
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: None

A one-year course utilizes a blended method of learning. Cadets will learn physical science theories in an online and hands-on learning environment. Physical science topics will be centered around: Interacting objects, universal forces, evolution in action, and investigating Earth's biodiversity.

Science Sequence–Area D

9th	10th	11th	12th
Earth & Space Science or Biology	Biology or Chemistry	Chemistry or Physics/ H Physics	Physics/ H Physics
		Electives: DE ANTHR 1 + 1L DE ANTHR 3	Electives: DE ANTHR 1 + 1L DE ANTHR 3

Biology

GD01YP/GD03YP/GD04YP/C2603A/C2603B

Grades: 9-12
Duration: Year
Grad Credit: Life Science
A-G Credit: “d” Laboratory Science
Prerequisite: None

A one-year course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of scientific thinking through investigation of the natural world. The course is designed around the High School Next Generation Science Standards (NGSS) and Performance Expectations for Life Science, and Earth and Space Science. Students engage in science and engineering practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Crosscutting concepts help cadets explore connections across the four domains of science, including physical science, life science, Earth and space science, and engineering design.

Chemistry

HD02YP/HD07YP/2615/2615-A/2615-B

Grades: 10-12
Duration: Year
Grad Credit: Physical Science
A-G Credit: “d” Laboratory Science
Prerequisite: C or better in Algebra I

A one-year course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of scientific thinking through investigation of the natural world. The course is designed around the High School Next Generation Science Standards (NGSS) and Performance Expectations for Physical Science, and Earth and Space Science. Students engage in science and engineering practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Crosscutting concepts help cadets explore connections across the four domains of science, including physical science, life science, Earth and space science, and engineering design.

Earth & Space Science

HD06YP

Grades: 9-12
Duration: Year
Grad Credit: Physical Science
A-G Credit: “d” Laboratory Science
Prerequisite: None

This course provides cadets with a comprehensive exploration of Earth and Space Science, covering key topics such as Earth's systems, space science, and environmental issues. Students will investigate geology, meteorology, oceanography, astronomy, and the impact of human activities on Earth's systems. Through a phenomenon-based learning approach, cadets engage in hands-on activities, interactive digital experiences, and real-world applications. The curriculum is aligned with the Next Generation Science Standards (NGSS) and incorporates multimedia resources, model lessons, and differentiated instruction to support diverse learners. Topics include plate tectonics, weather and climate, natural resources, and the solar system, preparing cadets for STEM careers and scientific inquiry.

Environmental Science-Course not offered

2026-2027

C9323A/C9323B/9323EA/9323EB/9323-E

Grades: 9-12
 Duration: Year
 Grad Credit: Physical Science
 A-G Credit: "g" elective
 Prerequisite: None

This two-semester asynchronous online course focuses on Earth's environment, including the Earth's atmosphere, biogeochemical cycles, lifeforms, biomes, genetic makeup, interconnections of the oceans, climate zones, weather patterns, and human modifications to landscape. Of particular interest is the effect humans have had on the planet and its atmosphere, particularly post-Industrial Revolution. Cadets will use scientific texts and articles, graphs, tables, and critical thinking to examine patterns of climate change. Providing rich media in multiple formats for ease of use and to address diverse cadet needs, this course reflects a bias-free and multi-culturally sensitive environment.

Conceptual Physics

HD03YP/2613Y/2613

Grades: 9-12
 Duration: Year
 Grad Credit: Physical Science
 A-G Credit: "d" Laboratory Science
 Prerequisite: None

A one-year course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of scientific thinking through investigation of the natural world. In this course, cadets will gain an understanding of major concepts in physics through demonstration, laboratory activities, and other learning experiences. Cadets will master concepts in Newtonian Mechanics such as motion, forces, and conservation of energy and momentum, as well as thermodynamics, waves, electricity, and magnetism. Cadets will be required to think critically, demonstrate their ability to discuss and write about scientific concepts, and apply these concepts to real life situations.

H Physics

HD13YP

Grades: 9-12
 Duration: Year
 Grad Credit: Physical Science
 A-G Credit: "d" Laboratory Science
 Prerequisite: Biology with a B or better

A one-year honors level course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of advanced scientific thinking through investigation of the natural world. The course is designed around the High School Next Generation Science Standards (NGSS) and Performance Expectations for Physical Science, and Earth and Space Science. Students engage in advanced science and engineering practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Crosscutting concepts help cadets explore connections across the four domains of science, including physical science, life science, Earth and space science, and engineering design.

**“e” LANGUAGES OTHER THAN ENGLISH
(2 years required, 3 years recommended)**

LOTE Sequence–Area E

9th	10th	11th	12th
Spanish 1	Spanish 2	Spanish 3 or H Spanish 3	Electives: DE SPAN 1A DE SPAN 1B
Spanish for Heritage Speakers 1	Spanish for Heritage Speakers 2	Electives: DE SPAN 1A DE SPAN 1B	Electives: DE SPAN 1A DE SPAN 1B

Spanish 1, 2, 3

NE01YP/2206SC/2206 Level 1

NE02YP Level 2

NE03YP Level 3

Grades: 9-12
 Duration: Year
 Grad Credit: World Language
 A-G Credit: “e” Language other than English
 “g” Elective (except for Spanish 1)
 Prerequisite: Students must receive a grade of “C”
 or higher to move to next level

Students will develop their communicative skills by using Spanish daily, with integrated practice in listening, speaking, reading and writing in Spanish. They will use the language to explore Hispanic countries and cultures, and will make comparisons and connections with their own. This course is taught primarily in Spanish, and requires daily preparation and practice.

H Spanish 3

NE08YH

Grades: 9-12
 Duration: Year
 Grad Credit: World Language
 A-G Credit: “e” Language other than English
 “g” Elective
 Prerequisite: Students must receive a grade of “B”
 or higher to move to next level

This is an accelerated version of the college prep course. It offers additional enrichment activities, which focus on acquiring language with a cultural context.

Spanish for Heritage Speakers 1, 2, 3

NE04YP/2220 Level 1

NE05YP/2230 Level 2

Grades: 9-12
 Duration: Year
 Grad Credit: World Language
 A-G Credit: “e” Language other than English
 “g” Elective
 Prerequisite: Oral proficiency in Spanish and cadets must receive a grade of “C”
 or higher to move to next level

This college prep course is designed for cadets who are proficient in spoken Spanish. It is also an immersion class for cadets who have completed three years of Spanish. The course is designed to enrich reading and writing skills with integrated instruction in history, geography, culture, and literature.

**“f” VISUAL AND PERFORMING ARTS
(1 year required)**

MS Band
MSE11Y/2300M/2307/2308M

Grades: 7-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This band class is the entry-level band for all incoming band cadets. It is a yearlong course intended for the intermediate instrumental music cadet. The course content involves a remedial review of instrumental music fundamentals with the emphasis on the elements of musical performance: concepts or pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.

MS Band Adv
MSE21Y

Grades: 7-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This band class is a yearlong course intended for the intermediate instrumental music cadet. The course content involves a remedial review of instrumental music fundamentals with the emphasis on the elements of musical performance: concepts or pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.

VPA Sequence–Area F

9th	10th	11th	12th
Visual Arts Basic Visual Art Student Report Lab Yearbook			
Performing Arts Introduction Music & Recording (Band 1) Guitar	Performing Art: Intermediate Music & Recording (Band 2)	Electives: DE MUSIC 15A DE MUSIC 15B	

Basic Visual Art
QF01YP/C2810A/C2810B/2810SC/2810

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “f” Visual and Performing Arts
Prerequisite: None

This introductory course seeks to guide cadets through the exploration of the foundations of visual arts knowledge and skills, while connecting to other subjects, their lives, and the larger world. Cadets will examine concepts through research, collaboration, and presentation. The course serves as a prerequisite for all advanced visual arts courses in high school.

**Introduction Music & Recording
(formerly Band I)**
QF02YP/2300

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “f” Visual and Performing Arts
Prerequisite: None

This band class is the entry-level band for all incoming band cadets. It is a yearlong course intended for the intermediate instrumental music cadet. The course content involves a remedial review of instrumental music fundamentals with the emphasis on the elements of musical performance: concepts or pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.

Intermediate Music & Recording (formerly Band II) QF03YP

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: "f" Visual and Performing Arts
Prerequisite: Introduction Music & Recording
(formerly Band I)

The primary focus of this course is on ensemble and solo instrumental performance. Cadets will hone their technical and musical skills on their instruments ultimately increasing their confidence and ability to express themselves through music. Cadets will take part in performance opportunities and share their artistic development with the community. Cadets will be able to apply their music theory skills to analyze their current repertoire to better understand performance practices and artistic sensitivity of musical genres.

Guitar QF04YP

Grades: 10-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: "f" Visual and Performing Arts
Prerequisite: None

This course cadets will develop and refine skills which will enhance personal expression through guitar performance. The skills we will focus on include general technique, musicianship, ear training, sight reading, music theory, music history and individual and ensemble performance. While the primary focus is on guitar performance, each cadet who completes this course will develop musical skills that will transfer to other instruments and musical goals. Although this serves as an introductory level course, those with more advanced skills will nonetheless benefit from review of basics and additionally have the opportunity to customize their technical and music repertoire. This course will also offer opportunities for cadets to collaborate with other instrumentalists to form ensembles featuring instruments like: vocals, drums, and bass. There will also be opportunities for cadets to study and perform traditional folk music and world music.

Broadcast Journalism: Student Reporting Lab ZG04YP

Grades: 10-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: "g" Elective
"f" Visual and Performing Arts
Prerequisite: None

This course is designed to give cadets hand-on experience with producing short news broadcasts. Cadets will choose the topics, and as a team, plan the broadcast, interview subjects, choose locations, and sound, video, and make final production edits. This course is offered with the cooperation and affiliation of PBS NewsHour Student Reporting Labs. PBS NewsHour Student Reporting Labs is a project-based learning program that supports teachers and young people to report on important issues in their community, creating impactful video reports for local media outlets and the national PBSNewsHour. The PBS NewsHour Student Reporting Labs program has been shown to significantly increase cadets' digital media literacy and critical thinking skills.

Yearbook - Course not offered 2026-2027 QF05YP

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: "f" Visual and Performing Arts
Prerequisite: None

Cadets work in an office-like atmosphere and are responsible for planning, designing, marketing, and distributing the book, all while meeting publisher's deadlines. Students will use the latest technology while learning about reporting, writing, editing, marketing, photography, design and business. Seniors who have been on staff for two or more consecutive years will be eligible to become the editor-in-chief. Summer get-togethers are held for new and experienced staff members, and meetings are mandatory for those who wish to participate in selecting the design of the book.

“g” COLLEGE PREPARATORY ELECTIVES/MILITARY SCIENCE/PE

MS Advisory MSE13Y

Grades: 6-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This one-year course is designed to support cadet academic progress monitoring, organizational skill-building, and social-emotional skill-building.

MS Study Skills (IEP Required) MSE10Y/7-400/8-400

Grades: 6-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Active IEP/504 Plan

This one year course is designed to assist the special education or 504 Plan cadets to progress in his/her general education classes and to prepare for advancing to the next grade level. AVID strategies will be used in this course and cadets will be required to keep a organizer/planner, participate in Socratic Seminar, tutorials, and Cornell note taking. This course is required for all 6th, 7th, and 8th grade cadets as outlined in their IEP.

MS Technology Wheel -Course not offered 2026-2027 MSE14Y

Grades: 6-6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This one year course is designed to expose 6th grade cadets to various technological modalities.

MS Digital Design MSE25Y

Grades: 7-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This one year course is designed to expose 7th & 8th grade cadets to digital citizenship, digital media, and keyboarding.

MS Introduction to Engineering Design MSE19Y

Grades: 6-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This one year course is designed to expose 6th, 7th, & 8th grade cadets to various technological modalities. This S.T.E.A.M (Science, Technology, Engineering, Art, and Mathematics)-based wheel is designed to spark curiosity, boost creativity, and develop critical thinking skills. Cadets will rotate through a STEAM centric list of exciting modules, each lasting about 4-6 weeks. The focus will be on Digital Citizenship, Beginning Coding with an emphasis on robotics, Computer Aided Drafting (CAD), 3D printing, the Engineering Design Process (EDP), water rocket building and launching.

Student Assistant - Course not offered 2026-2027 ZX12SS/2009TA

Grades: 11-12
 Duration: Year
 Grad Credit: Elective
 A-G Credit: "g" Elective
 Prerequisite: On-track for graduation, have good attendance and discipline records.
 Tutor should be English-proficient and meet minimum GPA expectation of 2.0 or higher

Academic Tutor is an elective yearlong course that trains and equips cadets to tutor and support peers in their academic classes. Cadet tutors will develop essential collaborative and interpersonal communication skills. Cadet tutors will assist teachers in providing academic and organizational skills to cadets, which includes, but is not limited to: English, Languages Other Than English, Mathematics, Sciences, Social Sciences, Visual or Performing Arts. Cadet tutors will receive instruction, strategies, and training using the inquiry method that encourages higher level thinking by cadets. By the end of the course, cadet tutors will be able to build relationships with fellow cadets, support peers in their mastery of curriculum using a variety of strategies, describe how learning occurs and how some people struggle with learning, participate in community of learners and monitor progress towards ideal tutoring, and market their skills as a tutor for further job opportunities.

Cadet Assistant ZX33SS

Grades: 11-12
 Duration: Year
 Grad Credit: Elective
 A-G Credit: None
 Prerequisite: On-track for graduation, have good attendance and discipline records.

Cadet Assistant assigned to the Main Office, the Technology Department, or a Classroom.

Physical Education - Course not offered 2026-2027 PX01YN

Grades: 9-12
 Duration: Year
 Grad Credit: PE
 A-G Credit: None
 Prerequisite: None

This year-long course serves to have cadets develop and design physical fitness plans that will enhance their individual fitness goals. The course will emphasize the physiological, psychological, and social benefits of a healthy, active lifestyle. Cadets will engage in activities that promote lifelong values of a healthy, active lifestyle during and after the school years. Class activities will include court sports, field sports, movement fundamentals, physical fitness activities, and various games. The curriculum is designed to allow cadets to examine the benefits gained from regular exercise and to stimulate the desire to participate in lifetime physical activity. Cadets will progress toward developing characteristics of a physically educated person as defined by the National Association of Sport and Physical Education included in the California Physical Education Framework.

Interscholastic Athletics - Course not offered 2026-2027 PX02YN

Grades: 10-12
 Duration: Year
 Grad Credit: PE
 A-G Credit: None
 Prerequisite: None

Course description needed.

HS Study Skills (IEP Required) ZG05YP

Grades: 9-12
 Duration: Year
 Grad Credit: Elective
 A-G Credit: None
 Prerequisite: Active IEP/504 Plan

This one year course is designed to assist the special education or 504 Plan cadets to progress in his/her general education classes. AVID strategies will be used in this course and cadets will be required to keep an organizer/planner, participate in Socratic Seminar, tutorials, and Cornell note taking. This course is required for all cadets as outlined in their IEP or 504 Plan.

Ethnic Studies

ZG40SP

Grades: 9-12
 Duration: Year
 Grad Credit: Elective
 A-G Credit: None
 Prerequisite: None

This is an interdisciplinary course offered to guide cadets to develop skills to critically examine local, national, and global histories through the lens of race, gender, and class. By studying the histories of race, ethnicity, class and culture, cadets will gain respect and empathy for individuals and a greater sense of community. Ethnic Studies will provide cadets opportunities to broaden their perspectives concerning lifestyles and cultural patterns of ethnic groups within the United States. The course is designed to build a strong foundation for cadets in all their courses throughout their high school career.

MILITARY SCIENCE

Military Science 6/PE, 7/PE, 8/PE
Introduction Public Safety (7th)
Intermediate Public Safety (8th)
 MSF23Y/MSF12Y/6-2505 6th Grade
 MSF27Y/MSF24Y/MSF13Y/7-2505 7th Grade
 MSF28Y/MSF25Y/MSF14Y/8-2505 8th Grade

Grades: 6-8
 Duration: Year
 Grad Credit: Military Science/PE
 A-G Credit: None
 Prerequisite: None

These are the first three courses in the middle school series that incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

MS Student Leaders/PE

MS11Y

Grades: 7-8
 Duration: Year
 Grad Credit: Military Science/PE
 A-G Credit: None
 Prerequisite: None

This course is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the cadet's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, while positively impacting the entire cadet body.

Military Science 9/PE, 10/PE, 11/PE, 12/PE
Advanced Public Safety (9th)
Introduction Emergency Response (10th)
Intermediate Emergency Response (11th)
Advanced Emergency Response (12th)
 OG16YP/OG12YP/OG02YP 9th Grade
 OG13YP/OG03YP 10th Grade
 OG14YP/OG04YP 11th Grade
 OG15YP/OG05YP 12th Grade

Grades: 9-12
 Duration: Year
 Grad Credit: Military Science/PE
 A-G Credit: PE
 Prerequisite: None

These courses incorporate the fundamentals and principles of the California Cadet Corps (CACC) and are organized as a quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Student Leaders/PE
 OG11YP/OG01YP

Grades: 9-12
 Duration: Year
 Grad Credit: Military Science
 A-G Credit: "g" (Elective)
 Prerequisite: None

This course is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the cadet's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, while positively impacting the entire cadet body.

DUAL ENROLLMENT

Dual Enrollment - ANTHR 1 + 1L: Introduction to Physical Anthropology + Lab
 ZX17SS

Grades: 11-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "B2" transferable
 Prerequisite: 2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Laney College analyzes the study of human beings and their ancestors: Emphasis on relationships to other mammals, physical record of evolution, and processes responsible for evolution.

Dual Enrollment - ANTHR 3: Introduction to Cultural Anthropology
 ZX37SS

Grades: 11-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "B2" transferable
 Prerequisite: 2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Laney College analyzes the cross-cultural analysis of social and cultural factors of human behavior in the recent past and present.

Dual Enrollment - ADJUS 21: Introduction to Administration of Justice ZX44SS

Grades: 11-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Peralta Community College analyzes the history and philosophy of administration of justice in America: Identification of various subsystems emphasizing US courts, corrections, and law enforcement, role expectations and their interrelationships; theories of crime, punishment, and rehabilitation; ethics; and education and training for professionalism.

Dual Enrollment - ADJUS 22: Concepts of Criminal Law ZX45SS

Grades: 11-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Peralta Community College analyzes the historical development and philosophy of law and constitutional provisions: Classification of crime, legal research, study of case law, and concepts of law as a social force.

Dual Enrollment- BUS 10: Introduction to Business ZX13SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "G" transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Laney College surveys various phases of business, organization, finance, personnel, production, marketing, managerial controls, and government-based relations.

Dual Enrollment- Business 76: E-Commerce Entrepreneurship-**Course not offered 2026-2027** ZX23SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "G" transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College provides an introduction to principles of international e-commerce and entrepreneurship: Emphasis on developing a business plan for conducting online commerce; market analysis; product access; payment methods; promotion; and back-end technology requirements for creating an e-commerce site.

Dual Enrollment - CIS 1 + Lab: Introduction to Computer Information Systems & Lab-**Course not offered 2026-2027** ZX19SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 4 college credits)
 A-G Credit: None, UC/CSU "A3" transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the general nature of computer hardware, software and systems: Hands-on applications include introduction to word processing, spreadsheet, database management and presentation software, and a brief introduction to web browsing and e-mail.

Dual Enrollment - COMM 20: Interpersonal Communications ZX06SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "A1" transferable
 Prerequisite/Corequisite: 2.5+ GPA and Student Reporting Lab

This in-person asynchronous course offered through Merritt College analyzes communication needs and improvement of skills: listening, perception, nonverbal communication, semantics, and conflict management.

Dual Enrollment - COMM 6: Intercultural Communications

ZX07SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "D" transferable
 Prerequisite/Corequisite: 2.5+ GPA and Student Reporting Lab

This in-person asynchronous course offered through Merritt College analyzes the dynamics of intercultural communication as it applies to the diversity of American cultures: Cultural concepts, language style, content, ethnic perspectives perceptions and stereotypes, symbols, and roles as they facilitate or hinder effective verbal and nonverbal communication theories..

Dual Enrollment - COUN 57: Career and Life Planning

ZX29SS

Grades: 9-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College encompasses an in-depth career and life planning: Self-exploration, identifying values, interests, needs and goals; development of skills for assuming careers and lifestyles over the life span, influence of career choice on the quality of life, and the development of a career action plan. Designed to assist those cadets considering the transition of a career change or undecided about the selection of a college transfer major.

Dual Enrollment - English 1A: Composition and Reading

ZX15SS/9120X

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 4 college credits)
 A-G Credit: None, UC/CSU "A2" transferable
 Prerequisite: 2.5+ GPA and C or better in H English 11
 Corequisite: English 12

This in-person synchronous course offered through Merritt College analyzes reading and writing prose: Critical thinking, identifying logical fallacies and reasoning inductively and deductively.

Dual Enrollment - English 5: Critical Thinking in Reading and Writing

9120CT

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "A3" transferable
 Prerequisite: 2.5+ GPA and English 1A

This in-person synchronous course offered through Merritt College analyzes the development of the ability to analyze, criticize, and advocate ideas: Relationship of language to logic, induction, and deduction, facts, inferences, judgments, and formal and informal fallacies of language and thought. Instruction in writing about issues of critical thinking to develop both thinking and writing skills.

Dual Enrollment - ETHN 1: Ethnic Studies

ZX28SS

Grades: 9-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College encompasses a survey of the American experience of ethnic and racial relations: Exploration of American history and contemporary issues facing minority groups in the United States. Emphasis on Native, African, Mexican, and Asian American cultural experiences.

Dual Enrollment - GEOG 1: Physical Geography - Course not offered 2026-2027 ZX16SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "B1" transferable
Prerequisite:	2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Merritt College analyzes the basic elements of the earth's physical systems and processes: Earth-sun relations, weather, climate, water, plate tectonics, landforms, soils, and ecosystems and their interrelationships and global distribution patterns.

Dual Enrollment - Math 1: Pre-Calculus - Course not offered 2026-2027 ZX14SS/2410D

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 4 college credits)
A-G Credit:	None, UC/CSU "B4" transferable
Prerequisite:	2.5+ GPA and C or better in Algebra II

This in-person asynchronous course offered through Merritt College is preparation for the calculus sequence or other courses requiring a sound algebraic background: Inequalities, theory of equations, sequences and series, matrices, functions and relations, and logarithmic and exponential functions: function concept used as a unifying notion.

Dual Enrollment - MATH 13: Statistics ZX39SS/4602D

Grades:	12
Duration:	Semester
Grad Credit:	Electives (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "B1" transferable
Prerequisite:	2.5+ GPA and C or better in Algebra II, C or better in Honors Algebra II, C or better in Honors or Prep Pre Calculus

This in-person synchronous course provides an introduction to theory and practice of statistics: Collecting data: Sampling, observational and experimental studies. Organizing data: Univariate and bivariate tables and graphs, histograms. Describing data: Measures of location, spread, and correlation. Theory: Probability, random variables; binomial and normal distributions. Drawing conclusions from data: Confidence intervals, hypothesis testing, z-tests, t-tests, and chi-square tests; one-way analysis of variance. Regression and non-parametric methods.

Dual Enrollment - Math 15: Mathematics for Liberal Arts Students - Course not offered 2026-2027 ZX27SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "B4" transferable
Prerequisite:	2.5+ GPA

This in-person asynchronous course offered through Laney College analyzes the fundamental ideas underlying modern mathematics: Elements from logic, sets and number systems: concepts of elementary algebra, geometry, topology, and combinations.

Dual Enrollment - Math 50: Trigonometry - Course not offered 2026-2027 ZX22SS

Grades: 10-12
Duration: Semester
Grad Credit: Elective (10 high school credits, 3 college credits)
A-G Credit: None, UC/CSU "B4" transferable
Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College is an introduction to functional trigonometry: Basic definitions, identities, graphs, inverse functions, trigonometric equations and applications, solution of triangles and applications, polar coordinates, complex numbers, and DeMoivre's Theorem.

Dual Enrollment - Math 3A: Calculus 1 - Course not offered 2026-2027 Course # Here

Grades: 11-12
Duration: Semester
Grad Credit: Elective (10 high school credits, 5 college credits)
A-G Credit: None, UC/CSU "B1" transferable
Prerequisite: 2.5+ GPA and Math 1 and Math 50

Course description needed.

Dual Enrollment - Music 15A: Jazz, Blues, and Popular Music in the American Culture - Course not offered 2026-2027 ZX04SS

Grades: 10-12
Duration: Semester
Grad Credit: Elective (10 high school credits, 3 college credits)
A-G Credit: None, UC/CSU "G" transferable
Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College analyzes historical and critical components of American music. Focus on environments from which its many forms have emerged and its role in social history; development of blues, folk, jazz, rock, and other popular music forms in the twentieth century.

Dual Enrollment - Music 15B: Jazz, Blues, and Popular Music in the American Culture ZX05SS

Grades: 10-12
Duration: Semester
Grad Credit: Elective (10 high school credits, 3 college credits)
A-G Credit: None, UC/CSU "G" transferable
Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College analyzes the study of the contemporary music scene with in-depth investigation of trends in artistic expression music as a revolutionary force, the role of the music industry, analysis of performances and interviews.

Dual Enrollment - Journalism 21: News Writing - Course not offered 2026-2027 ZX20SS

Grades: 10-12
Duration: Semester
Grad Credit: Elective (10 high school credits, 3 college credits)
A-G Credit: None, UC/CSU transferable
Prerequisite: 2.5+ GPA and Student Reporting Lab
Corequisite: Student Reporting Lab

This in-person synchronous course offered through Merritt College provides an introduction to evaluating, gathering and writing news in accepted journalistic style: Feature and opinion writing emphasizing expository writing, logic, critical thinking, and points of view: role of the reporter, and legal and ethical issues related to newspaper writing.

Dual Enrollment - Psych 1A: Introduction to General Psychology ZX18SS

Grades: 10-12
Duration: Semester
Grad Credit: Elective (10 high school credits, 3 college credits)
A-G Credit: None, UC/CSU "D" transferable
Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the scientific principles of psychology: Application of scientific research in understanding learning, human development, biological processes, personality, behavior disorders, social psychology, and adjustment of the human organism.

Dual Enrollment - Psych 6: Social Psychology ZX32SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "D" transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the psychological aspects of human social life involved in the relationship between identity and social structure: Human behavior in the context of the individual as an acting and interacting member of various groups in society.

Dual Enrollment - Sociology 1: Introduction to Sociology -Course not offered 2026-2027 ZX08SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes scientific principles of psychology: Application of scientific research in understanding learning, human development, biological processes, personality, behavior disorders, social psychology, and adjustment of the human organism.

Dual Enrollment - Sociology 2: Social Problems -Course not offered 2026-2027 ZX09SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the study of society through application of sociological principles and critical thinking skills to the identification and analysis of selected social problems: Poverty, racism, crime, and population control.

Dual Enrollment - Spanish 1A: Elementary Spanish ZX10SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 5 college credits)
 A-G Credit: None, UC/CSU "C2" transferable
 Prerequisite: 2.5+ GPA and Spanish I or Spanish for Spanish Speakers I
 Corequisite: Spanish for Spanish Speakers I

This in-person synchronous course offered through Merritt College is the first course that analyzes the study and practice in understanding, speaking, reading, and writing Spanish: Emphasis on understanding basic grammatical concepts and vocabulary building; reading in Spanish and Spanish-American life and culture.

Dual Enrollment - Spanish 1B: Elementary Spanish ZX11SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 5 college credits)
 A-G Credit: None, UC/CSU "C2" transferable
 Prerequisite: 2.5+ GPA and Spanish II or Spanish for Spanish Speakers II
 Corequisite: Spanish for Spanish Speakers II

This in-person synchronous course offered through Merritt College is the second course that analyzes the study and practice in understanding, speaking, reading, and writing Spanish: Emphasis on understanding basic grammatical concepts and vocabulary building; reading in Spanish and Spanish-American life and culture.

All courses are open to all cadets regardless of race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (BP 5145.3)

Coversheet

Job Description: Executive Director of Administrative Services

Section: IV. Approval of Consent Items
Item: F. Job Description: Executive Director of Administrative Services
Purpose:
Submitted by: Mary Streshly
Related Material: ExecDir Administrative Services Job Description.pdf

BACKGROUND:

Goal number 4 of our LCAP is "building leadership capacity" and creating and organization structure that effectively integrates military cadre leadership and civilian leadership to sustain academic excellence, we are redesigning and expanding job responsibilities and in turn vacating some current administrative positions to fill the new positions. As part of our management reorganization, we are vacating Director of Teaching and Learning in order to fill Executive Director of Administrative Services. This position will begin to support Student Services, Personnel, facilities and risk management responsibilities.

RECOMMENDATION:

It is the recommendation of the superintendent and staff to approve the new job description.



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



Job Description: Executive Director of Administrative Services

Certificated Management
Work Year - 220 Days

DEFINITION

The Executive Director of Administrative Services is an OMI leader who reports directly to the Superintendent and is responsible for the oversight, operation, and implementation of the District's Human Resources, Cadet Services Department and designated Business Services per the discretion of the CBO/Commandant and Superintendent. As a member of the Superintendent's Cabinet, the Executive Director provides leadership in support of School goals, Governing Board policies, and the Local Control and Accountability Plan. The role includes supporting the Superintendent in building leadership capacity and maintaining high-quality programs and services across the school.

PRIMARY RESPONSIBILITIES:

The Executive Director performs complex and highly specialized administrative duties related to personnel, cadet services, operations, facilities, safety, security, and discipline at the school. The position requires a collaborative leader who demonstrates strong communication, organizational, and team-building skills, along with deep knowledge of California public education systems, including human resources, curriculum, instruction, assessment, student services, and site management. The Executive Director fosters a positive and professional culture while maintaining high expectations for staff performance and student outcomes.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Serves as advisor to the Superintendent pertaining to all personnel management, employer/employee relations, issues, and concerns, as well as cadet discipline, safety and policies.
- Supervises and collaborates with the Human Resources Manager in all personnel functions; with the Coordinator of Cadet Services in all cadet discipline, safety and activities functions.
- Identifies, plans, and establishes the goals, objectives, and direction of the OMI personnel management and cadet services programs and systems
- Oversee recruitment, selection, and placement of all personnel, along with appropriate position control in collaboration with the Business Department.
- Reviews, analyzes, and audits the District employee performance appraisal program for all certificated, classified, at-will substitutes, and coaches.



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- Counsels, advises, and assists management and supervisory personnel in developing programs that aid in employee motivation and in the improvement of employee performance.
- Plans, designs, implements, and continuously assesses the personnel record management, storage, and retrieval systems.
- Manage all OMI labor relations and employment agreements/handbooks
- Direct the development, review, and modification of job descriptions for all classified and certificated personnel.
- Direct the auditing and monitoring of certificated credentials.
- Oversee all personnel actions such as employee assignments, transfers, reassignments, and promotions.
- Administer and facilitate OMI employee recognition process and related events
- Collaborates Business Department to oversee the OMI employee health and welfare programs, the industrial injury, illness and disability programs, and other related operations.
- Oversees Cadet Services, Coordinator of Cadet Services and all activities pertaining to the suspension, expulsion, dismissal and reentry or readmission of students following an expulsion, suspension or dismissal. Assures that OMI procedures attend to laws and policies concerning students' rights and responsibilities.
- Develops, maintains and revises the OMI Comprehensive School Safety Plan and Facilities the School Safety Committee in collaboration with the CBO and Business Services.
- Oversees Cadet Activities, Athletics, fieldtrips and ASP and collaborates closely with Operations to streamline assignments, transportation, supervision, communications and approval processes with cabinet.
- As needed, develop, revise, and recommend Board Policies and Administrative Regulations to the Superintendent.
- Attend and prepare presentation for Board of Directors meetings.
- Attend and provide leadership at the Superintendent's Cabinet and Leadership Team meetings.
- Serve as the OMI's Uniform Complaint Officer.
- Manage the implementation of OMI complaint procedures.
- Attends county, regional, charter collective, OUSD Charter Office meetings/trainings as needed
- Serve on professional committees as needed
- Represent the OMI at various public functions



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- Performs other duties as assigned

ABILITY TO:

- Communicate effectively and professionally in writing and speaking
- Demonstrate organizational and leadership skills
- Work with individuals of all abilities and backgrounds.
- Demonstrate expertise in teaching methods, instructional strategies, and effective instructional coaching
- Effectively facilitate small and large group meetings, training, and presentations
- Plan and provide quality professional development experiences in a variety of subjects and/or topics
- Understand and effectively implement department budgets
- Be proficient with all OMI computer-based systems including student information systems

KNOWLEDGE OF:

- State and Federal Policies and laws related to Human Resources, Student Services and Site Safety.
- Principals, trends, methods, strategies and procedures pertaining to human resource management systems and programs
- California Standards for the Teaching Profession (CSTPs) and California Professional Standards for Education Leaders (CPSELs)
- Student development, discipline, assessment, behavioral management and parent relations
- Educational Services pertaining to master schedule building, section allocation, and staffing
- Ability to maintain confidentiality in communication with students, parents, and employees
- Exemplary organizational and record keeping techniques

PERFORMANCE QUALIFICATIONS:

- Equity focused and culturally competent leadership skills
- Understands and values the diverse backgrounds and learning needs of all individuals
- Values diversity and promotes respect and collaboration among staff
- Proactive and collaborative team member



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- Competent skills in managing department work and personnel
- Strong interpersonal skills
- Effective problem solver
- Uses data to support decision-making
- Practices excellent employee supervisory and management skills
- Understands, communicates, and facilitates the use of current best practices
- Exhibits sound judgment in developing and monitoring department budgets
- Effective planning, organization, and delegation of duties as appropriate
- Ability to facilitate communication and agreement between key stakeholders
- Possesses strong written and oral communication skills
- Ability to present information in a succinct and clear manner to the public

EDUCATION/TRAINING AND EXPERIENCE

- Master's degree, Doctorate, or equivalent, with multiple years of serving in a managerial role
- Minimum of three years of full-time teaching experience or equivalent, such as pupil services position within a District
- Preference of five years of experience in an administrative position demonstrating leadership in areas including, but not limited to; human resources, student services, and educational services, and site/facilities management
- Valid California Administrative Services Credential
- Multiple site and/or District-level administrative experiences
- Evidence of ongoing professional development experiences

PHYSICAL/MENTAL DEMANDS

The physical demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.

While performing the duties of this class, the employee is regularly required to sit for extended periods of time; hear and speak to exchange information in a proficient manner, in person and by telephone; use hands and fingers to touch, handle, feel, grasp, or operate standard office equipment including technology; and reach overhead, above the shoulders, and horizontally. The employee may frequently be required to stand and walk, bend, stoop, and kneel. The employee must occasionally grasp, lift, and move records and documents typically weighing as much as 30 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.



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Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens for extended periods of time.

PERSONAL QUALITIES

Grooming standards that display a professional appearance.

WORK ENVIRONMENT

The employee will work under typical office conditions with moderately quiet noise level while other times while out on school premises there may be loud noise. The employee occasionally drives to training facilities, community meetings, activities and other locations as needed.

The employee must be able to work independently and follow a schedule. Occasionally the employee may interact with dissatisfied or quarrelsome individuals. The employee may be subject to frequent interruptions. Some stress may be encountered while performing the duties of this position.

It is the policy of Oakland Military College Prep Academy to provide equal opportunity for all individuals in education and employment. District programs and activities shall be free from discrimination, harassment, intimidation and bullying based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics (Board Policy 5145.3 and 4030 through 4032).

Coversheet

Curriculum Textbook List

Section: IV. Approval of Consent Items
Item: G. Curriculum Textbook List
Purpose:
Submitted by:
Related Material: OMI_Adopted Curriculum_TextbookMaterials_List - Sheet1.pdf

BACKGROUND:

In accordance with California Education Code and Williams Act requirements, schools must ensure that all students have access to sufficient, standards-aligned instructional materials for each core subject area. The Alameda County Office of Education (ACOE) conducts annual Williams monitoring reviews to verify compliance with these requirements, including the availability and sufficiency of adopted textbooks and instructional materials.

Oakland Military Institute College Preparatory Academy (OMI) maintains a comprehensive, Board-approved list of adopted instructional materials across all subject areas, including English Language Arts, Mathematics, Science, Social Studies, World Languages, and Health.

The attached 2026–2027 Curriculum Textbook and Instructional Materials List reflects currently adopted materials, including core texts, supplemental resources, and digital materials used to support instruction across grades 6–12. The list includes adoption dates and identifies digital and consumable materials where applicable.

Purpose:

The purpose of this item is to formally approve the 2026–2027 curriculum materials list to:

- Demonstrate compliance with Williams Act instructional materials requirements
- Ensure readiness for ACOE Williams monitoring and audit processes
- Confirm that all students have equitable access to standards-aligned materials
- Maintain accurate Board-approved documentation of adopted instructional resources

Key Highlights:

- Materials span grades 6–12 and include both print and digital resources
- Core curriculum includes publishers such as Savvas, Pearson, Houghton Mifflin Harcourt, TCI, and Discovery Education
- Recently adopted materials include high-impact standards resources and updated mathematics programs (2023–2026 adoptions)
- The list reflects alignment with California State Standards and college-ready instructional expectations

Fiscal Impact:

No additional fiscal impact. Materials are part of previously approved curriculum adoptions and existing instructional resources.

RECOMMENDATION:

It is recommended that the Board of Directors approve the 2026–2027 Curriculum Textbook and Instructional Materials List as presented.

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
English / ELD								
National Geographic Inside the USA	Cengage		6	12			No	8/19/2022
Springboard 12 (Common Core Edition) (Senior English) (P)	Collegeboard	9.78E+12	12	12	Yes		No	8/19/2022
Grade 7 Common Core Literature (Blue)	Pearson Prentice Hall	978-0-13-326818-8	7	8	No	No	No	8/1/2022
Fundamentals Level A	National Geographic Learning	978-1-2854-3709-5	6	8	No	No	No	8/1/2022
Fundamentals Level A Workbook	National Geographic Learning	978-1-2854-3894-8	6	8	No	No	No	8/1/2022
Fundamentals Level B Textbook	National Geographic Learning	978-1-2854-3710-1	6	8	No	No	No	8/1/2022
Fundamentals Level B Workbook	National Geographic Learning	978-1-2854-3895-5	6	8	No	No	No	8/1/2022
Cengage Learning/National Geographic Learning Edge Interactive Practice Book Orange	Cengage Learning/ National Geographic Learning	978-1-2854-4006-4	9	12	No	No	No	8/1/2022
Cengage Learning/National Geographic Learning Edge Interactive Practice Book Blue	Cengage Learning/ National Geographic Learning	978-1-2854-4342-3	9	12	No	No	No	8/1/2022
Common Core Literature	Pearson Prentice Hall	978-0-13-326821-8	12	12	No	No	No	8/1/2022
SOAR Study Skills	Grand Lighthouse Publishing	0-9774280-0-1-0-0-0	6	12	No	No	No	8/25/2022
Mathematics								
Springboard Math Precalculus (P)	Collegeboard	7.81E+11	12	12			No	8/19/2022
CA Algebra I	Pearson - Prentice Hall		9	12			No	8/19/2022
Algebra 1 Common Core	Pearson Prentice Hall	978-0-13-328313-6	9	10	No	No	No	8/25/2022
Common Core Geometry	Pearson Prentice Hall	978-0-13-328115-6	9	12	No	No	No	8/1/2022
Geometry Common Core	Pearson Prentice Hall	978-0-13-327626-8	10	11	No	No	No	8/1/2022
Pre Calculus Common Core	Common Core	978-0-13-353919-6	11	12	No	No	No	8/1/2022
Envaga24 ALG1	Savvas Learning Company	978142851876-6	8	11	Yes	No	No	6/22/2023
Envaga24 ALG2	Savvas Learning Company	978142851881-1	10	12	Yes	No	No	6/22/2023
Envaga24 GEOM	Savvas Learning Company	978142851886-5	9	11	Yes	No	No	6/22/2023
Envmath24 G06	Savvas Learning Company	978141886261-9	6	6	Yes	No	No	6/22/2023
Envmath24 G07	Savvas Learning Company	978141886262-6	7	7	Yes	No	No	6/22/2023
Envmath24 G08	Savvas Learning Company	978141886263-3	8	8	Yes	No	No	6/22/2023
Social Studies								
World History - Modern World History: Patterns of Interaction	Houghton Mifflin Harcourt	978-0-547-49112-7	10	10	No		No	8/19/2022
United States Government: Principles in Practices	Holt McDougal	978-0-547-45138-1	11	11	No	No	No	8/1/2022
Economics: Concepts and Choices	Holt McDougal	978-0-547-08294-3	12	12	No	No	No	8/1/2022
THE AMERICANS: RECONSTRUCTION TO THE 21ST CENTURY	MCDUGAL LITTELL	054703489X	11	11	Yes	No	No	6/22/2020
History Alive! The Ancient World	TCi	978-1-58371-217-7	6	8	Yes	No	No	6/22/2020
History Alive! Medieval World & Beyond	TCi	978-1-58371-23802	6	8	Yes	No	No	6/22/2020
History Alive! The US through Industrialism	TCi	978-1-58371-217-9	6	8	Yes	No	No	6/22/2020
Science								

Discovery Biology	Discovery		9	12	Yes	No	No	8/1/2021
Discovery Science 6	Discovery		6	6	Yes	No	No	8/1/2021
Discovery Science 7	Discovery		7	7	Yes	No	No	8/1/2021
Discovery Science 8	Discovery		8	8	Yes	No	No	8/1/2021
Grade 8 Unit 1+2 Volume 1	Discovery	n/a	7	8	No	No	No	8/1/2021
Grade 8 Unit 3+4 Volume 1	Discovery	N/A	7	8	No	No	No	8/1/2021
Grade 8 Unit 3+4 Volume 2	Discovery	N/A	7	8	No	No	No	8/1/2021
Discovery Education Science (Digital)	Discovery Education		12	12	Yes	No	No	8/1/2021
Discovery Chemistry & Chemistry	Holt McDougal	978-0-03-092204-6	10	12	Yes	No	No	8/1/2022
Discovery Physics	Discovery Education		11	12	Yes	No	No	8/1/2021
World Languages								
Realidades II	Prentice Hall		7	12			No	8/19/2022
Spanish 1 Realidades Leveled Vocabulary and Grammar Core Practice Workbook	Pearson Prentice Hall	978-0-13-322571-6	9	12	No	No	No	8/1/2022
Spanish 2 Realidades Leveled Vocabulary and Grammar Core Practice workbook	Pearson Prentice Hall	978-0-13-322572-3	9	12	No	No	No	8/1/2022
Spanish 3 Realidades Leveled Vocabulary and Grammar Core Practice workbook	Pearson Prentice Hall	N/A	9	12	No	No	No	8/1/2022
Health								
Prentice Hall Health	Pearson Prentice Hall	978-0-13-367250-3	9	12	No	No	No	8/1/2021

Coversheet

Cadet Commander's Report

Section: V. Cadet Commander Report
Item: A. Cadet Commander's Report
Purpose:
Submitted by:
Related Material: Cadet Commander Board Meeting Notes (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.

BOARD MEETING CADET BRIEF

OF CURRENT SENIORS WHO ARE C/SGT + : 42

OF CURRENT JUNIORS WHO ARE C/SGT + : 26

TOTAL # OF AWARDS DISTRIBUTED: 786

TOTAL # OF PROMOTIONS: 316



OMI CARES

CADETS WHO PARTICIPATED IN OMI CARES EVENTS : 28%

- HS: 18%
- MS: 28%

TOTAL 3 OF EVENTS: 10

- 1ST SEMESTER: 6
- 2ND SEMESTER: 4

26-27 SY # OF RECORDED COMMUNITY SERVICE HOURS:

1,005 HOURS

- HS 795.5 HOURS
- MS: 209.5 HOURS

OF TUTORS: 12

TOTAL OF 76.5 HOURS OF TUTORING ACROSS THE 2025-2026 SY



EVENT UPDATES

**ON AVERAGE CADETS WHO ATTEND OMI
6-12 GRADE HAVE SPENT 23 DAYS
AWAY FROM OMI ATTENDING AN
OVERNIGHT / OUTDOOR EVENT**

LEADERSHIP FOCUSED EVENTS

OCCURRED: 9

% OF HS PARTICIPANTS: 68%

% OF MS PARTICIPANTS: 31%

OVERALL %: 79%

MORALE FOCUSED EVENTS

OCCURRED: 3

% OF HS PARTICIPANTS: 58%

% OF MS PARTICIPANTS: 38%

OVERALL %: 50%

STATE EVENTS

OCCURRED: 1

% OF HS PARTICIPANTS: 2

% OF MS PARTICIPANTS: N/A

OVERALL %: 2

PARADE EVENTS

OCCURRED: 8

% OF HS PARTICIPANTS: 55%

% OF MS PARTICIPANTS: 44%

OVERALL %: 84%

Coversheet

Class of 2026 Summary

Section: VI. Superintendent's Update
Item: A. Class of 2026 Summary
Purpose:
Submitted by: Timothy Murray
Related Material: Class 2026 for Board Meeting.pdf

BACKGROUND:

Mr. Murray will be presenting a summary of the class of 2026 achievements.

Senior Stats/Postgraduation Plans

Class of 2026

- Attending universities such as Stanford, UCLA, UC-Santa Barbara, Dominican University, CSU LA, CSU Fullerton, Sacramento State, CSU East Bay, and SF State.
- 76% of the graduating class received the Oakland Promise Scholarship
- Of the 51 graduating students, 26 are attending 4-year universities, 18 are attending 2-year colleges, 6 are enlisting in the active duty military and 1 is attending trade school
- 90% of the Class was admitted to a California State University
- Over \$600,000 in institutional and external scholarships were awarded to graduates
- Approximately half the class is graduating with at least 1 semester of UC/CSU transferable credits. 5 earned the Governor's Baccalaureate Diploma signifying 1 year of college complete



Coversheet

Public Hearing: 2026-2027 Local Control Accountability Plan

Section: VII. Items
Item: A. Public Hearing: 2026-2027 Local Control Accountability Plan
Purpose: Discuss
Submitted by:
Related Material:
2026_Local_Indicator_Self-Reflection_25-26_Indicators_Oakland_Military_Institute_20260515 (1).pdf
2026_Local_Control_and_Accountability_Plan_Oakland_Military_Institute_20260515 (final05152026).pdf

BACKGROUND:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026-2027 LCAP year must be posted as one document.

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

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

The LCAP serves the following purposes:

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

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

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the Local Control Accountability Plan [LCAP] and budget narrative as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring our Local Control Accountability Plan on June 11, 2026 suitable for Board approval/adoption.



2026-27 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-256	34.9	30	0	5	2	0		

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

See Option 2

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

OMI demonstrates strong progress toward full implementation of state academic standards, with most content areas rated at Level 4 (Full Implementation) and select programs, including Career Technical Education and World Language, at Level 5 (Sustainability), reflecting established systems and consistent instructional practice.

The school has prioritized aligned instructional materials and professional learning, ensuring all core subjects are supported with standards-based curriculum and ongoing coaching. Structured collaboration, including department work, instructional leadership teams, and targeted teacher support, enables continuous refinement of standards-aligned instruction.

OMI's commitment to data-driven improvement is evident through the use of benchmark assessments and progress monitoring systems to adjust instruction and interventions, particularly for English Learners, students with disabilities, and other unduplicated groups.

Areas for continued growth include moving from full implementation to sustained, consistent practice across all disciplines, particularly in Physical Education (currently at Level 3), and deepening the integration of literacy, writing, and academic discourse across content areas.

Next steps include strengthening MTSS, expanding intervention supports, and continuing to build teacher capacity through coaching and aligned professional development to ensure all students achieve at high levels.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

-Outreach via Internet and Social Media Platforms

- Holding face-to-face events and activities with both faculty and military cadre (Grizzly Nights)
- Providing staff training in communicating with parents and community to include drug awareness education, and other valuable parenting resources.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Based on the analysis of educational partner input and local data, OMI demonstrates strong progress in building partnerships that support student outcomes through a range of structured, collaborative programs and systems. The school has expanded access to early college opportunities by developing dual enrollment programs with local community colleges and establishing an Early College model, providing students and families with clear pathways to college and career readiness.

OMI has also implemented collaborative structures such as Instructional Leadership Teams and department chair meetings, which support alignment of instructional practices and ensure that stakeholder input is incorporated into decisions that impact student learning. These systems promote shared ownership and continuous improvement across the organization.

In addition, the use of the Building Assets, Reducing Risks (BARR) framework and Academic Support Groups has strengthened communication among teachers, students, and families by focusing on data-driven conversations about student progress and targeted interventions.

OMI further demonstrates a commitment to partnership through the use of multiple stakeholder surveys, which provide valuable input from families, staff, and students to inform program development and resource allocation..

Overall, the LEA has established strong foundational systems that connect academic programming, intervention supports, and stakeholder feedback, resulting in improved alignment between family engagement efforts and student outcomes.

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

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

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

Based on analysis of educational partner input and local data, OMI will strengthen engagement of underrepresented families, particularly families of English Learners, students with disabilities, and socioeconomically disadvantaged students—by implementing targeted, data-informed outreach and partnership strategies. Current data practices, including benchmark assessments and progress monitoring, will be leveraged to identify gaps in student outcomes and ensure that family engagement efforts are aligned to academic needs.

OMI will expand opportunities for meaningful two-way engagement by increasing access to conferences, workshops, and Academic Support Group (ASG) meetings focused on student progress, postsecondary pathways, and dual enrollment readiness. These efforts will include flexible scheduling, virtual participation options, and translation services to reduce barriers to participation.

To strengthen partnerships tied directly to student outcomes, the school will provide families with clear, accessible information and training on curriculum expectations, graduation requirements, and available supports, including intervention programs such as Read 180, Math supports, and MTSS systems currently being implemented. These efforts will ensure families are equipped to actively support learning at home and advocate effectively for their students.

Additionally, OMI will intentionally seek input from underrepresented families through targeted surveys, focus groups, and collaboration with the parent liaison and community partners. Feedback will be used to refine programs such as dual enrollment and early college initiatives to ensure equitable access and success for all students.

Through these actions, OMI aims to move from broad participation toward deeper, outcome-driven partnerships, ensuring that all families are engaged as active contributors to student achievement and college and career readiness.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Based on analysis of educational partner input and local data, OMI has established strong systems for gathering stakeholder voice and promoting participation in decision-making processes. The school regularly administers parent and stakeholder surveys aligned to the LCAP to collect meaningful feedback on programs, services, and priorities.

OMI has also expanded engagement opportunities through strategies such as "Coffee with the Superintendent," community events, and combined school meetings designed to increase participation and streamline

communication.. These efforts have strengthened transparency and created multiple entry points for families to provide input.

Additionally, the school has demonstrated intentionality in increasing participation by exploring incentives and flexible formats, including virtual engagement options. This has supported broader access and responsiveness to community needs. Overall, OMI is progressing toward a more inclusive and structured system for incorporating stakeholder voice into planning and decision-making.

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

While systems are in place, OMI has identified the need to increase consistent participation among families, particularly among newly enrolled and underrepresented groups. Data indicates that attendance at meetings and engagement opportunities can be uneven, highlighting the need for more targeted outreach and engagement strategies.

Additional areas for growth include refining communication systems to better align with the platforms and methods families currently use. This includes improving clarity, accessibility, and frequency of messaging to ensure all families are informed and able to participate in decision-making opportunities.

OMI also recognizes the need to deepen engagement structures beyond staff-led efforts by incorporating cadet (student) leadership into communication and outreach systems. Developing stronger "bottom-up" communication channels will strengthen ownership and increase participation across the school community.

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

To improve engagement of underrepresented families, OMI will implement targeted, data-driven strategies that focus on equitable access and meaningful participation. The school will continue to analyze student performance and engagement data to identify gaps in participation among key groups, including families of English Learners, students with disabilities, and socioeconomically disadvantaged students.

OMI will expand partnerships with community engagement initiatives and leverage the parent liaison to conduct outreach, facilitate communication, and build trust with families who have historically been less represented in decision-making processes.

The school will also increase opportunities for input through culturally responsive strategies, including multilingual communication, targeted focus groups, and accessible meeting formats (virtual and in-person). Feedback from these groups will be intentionally incorporated into LCAP development, program design, and schoolwide initiatives.

Additionally, OMI will create structured feedback loops by sharing outcomes of stakeholder input and demonstrating how family voice informs decisions. Through these actions, the LEA will strengthen equitable participation and ensure that underrepresented families are active partners in shaping policies and programs that impact student success.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

OMI utilizes multiple local measures to assess school climate, including the California School Parent Survey (CSPS), the California Healthy Kids Survey (CHKS), and internal student climate and engagement data. Results from these tools are reviewed in aggregate and, where available, disaggregated by student groups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

OMI's 2025–26 California School Parent Survey reflects generally strong parent confidence and engagement. Among 45 parent respondents, 97% agreed or strongly agreed that school staff treat parents with respect; 96% agreed or strongly agreed that the school keeps parents well-informed about school activities; 92% agreed or strongly agreed that staff take parent concerns seriously; 92% agreed or strongly agreed that the school encourages parents to be active partners; 90% agreed or strongly agreed that the school promptly responds to calls, messages, or emails; and 87% agreed or strongly agreed that parents feel welcome to participate. Additionally, 71% of parents reported attending at least one school or class event. Areas for continued growth include parent perception that the school actively seeks input before important decisions (77%) and perceptions of student motivation to complete schoolwork (74%).

Student climate data, including the CHKS and internal surveys, indicates generally positive perceptions of school safety, belonging, and adult support across grade spans. Most students report feeling safe at school and connected to at least one adult on campus, with higher levels of positive response in lower grade levels and slightly lower levels in upper grades. Measures of academic motivation and meaningful participation show moderate to strong results overall, with variation across student groups. Disaggregated data indicates that English Learners and socioeconomically disadvantaged students report comparable or slightly improving levels of connectedness and engagement, while continuing to demonstrate areas of need in academic motivation and stress management.

Additional local data sources, including attendance rates, participation in extracurricular activities, and MTSS/ASG progress monitoring, further support these findings, indicating strong overall school climate conditions with targeted areas for continued improvement in student engagement, motivation, and equitable access to meaningful participation opportunities.

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

Analysis of local climate survey data reveals several key strengths in OMI's school climate, particularly in the areas of communication, respect, and responsiveness. Parent data indicates very high levels of trust and positive relationships between families and staff, with nearly all parents reporting that they are treated with respect and that the school effectively communicates important information. High levels of agreement that the school responds promptly to concerns and encourages parent partnership reflect a strong foundation for family engagement and collaborative decision-making.

Student data further supports these strengths, indicating that most students feel safe, connected, and supported by adults on campus. Across student groups, including English Learners and socioeconomically disadvantaged students, there are generally positive perceptions of belonging and access to support systems, suggesting that the school has established inclusive and supportive learning conditions.

At the same time, the analysis identifies several areas for continued growth. Both parent and student data point to a need to strengthen engagement in decision making processes, as reflected in lower ratings related to the school actively seeking input before important decisions. Additionally, student motivation and meaningful participation emerge as areas of need, particularly for older students and certain student groups, where engagement levels are more variable.

Disaggregated data suggests that while overall climate conditions are positive, targeted student groups continue to experience gaps in academic motivation and engagement. This highlights the need for continued focus on culturally responsive practices, expanded opportunities for meaningful participation, and targeted supports that promote student ownership of learning.

Overall, OMI's data reflects a strong and positive school climate with well-established systems for communication and relationships, alongside clearly identified opportunities to deepen student engagement, strengthen stakeholder voice in decision-making, and improve motivation and participation across all student groups.

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

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

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

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

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

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

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

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

- Annual CAASPP Scores
- Renaissance Star Reading and Math Assessment Results
- 8th Grade Promotion Rate
- CAASPP, ICA, IAB, and FIAB results
- High School Graduation Rate
- College/Career Indicator (CCI)

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

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

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

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

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

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

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

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

1. Implementation of the newly adopted ELA and Math Curriculum SAVVAS - curriculum mapping & lesson design with Literacy and Math coaches such as Jane Schafer Writing, and Silicon Valley Math Initiative
2. Deep Implementation and expansion of HMH Read 180 and Reading intervention to remediate learning loss and propel our English Learner literacy and Math 180, IXL personalized math remediation.
3. School wide focus on writing and vocabulary expansion using Jane Schaffer Writing Program for multiple writing modalities across disciplines
4. Intervention courses in Math and ELA with data focused and leveled instruction.
5. Continued High Impact Tutoring (HIT) Math program that closes gaps in student learning through small group instruction and learning
5. Sustaining Achieve 3000 at the high school level for ELD intervention
6. Coaching for new and recently credentialed induction teachers.

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Instruction	1	2	3	4	5
LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

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

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



LCFF Budget Overview for Parents

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

CDS Code: 01612590130617

School Year: 2026-27

LEA contact information:

Dr. Mary E. Streshly

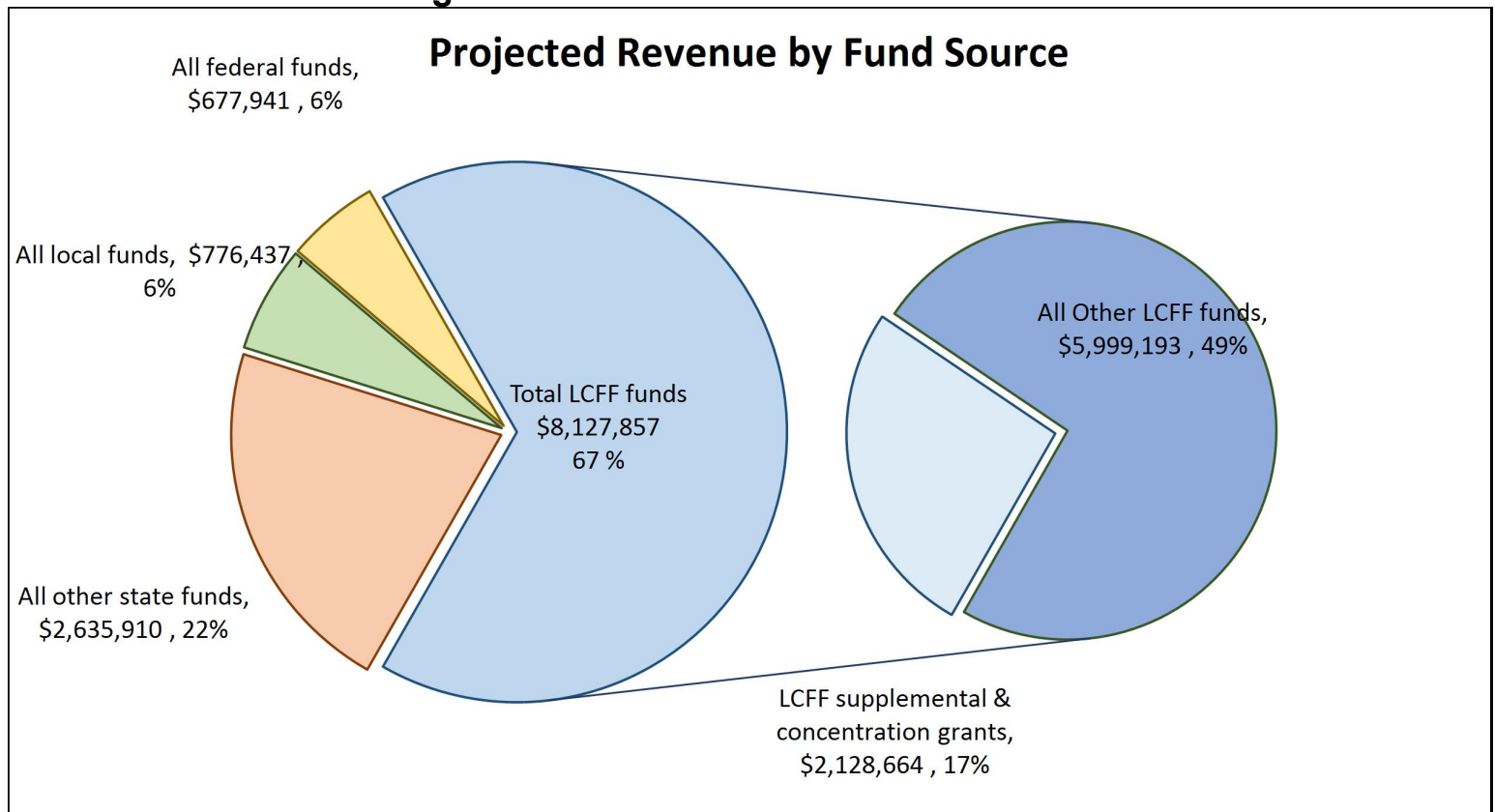
Superintendent

mstreshly@omiacademy.org

(510) 594-3900

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

Budget Overview for the 2026-27 School Year

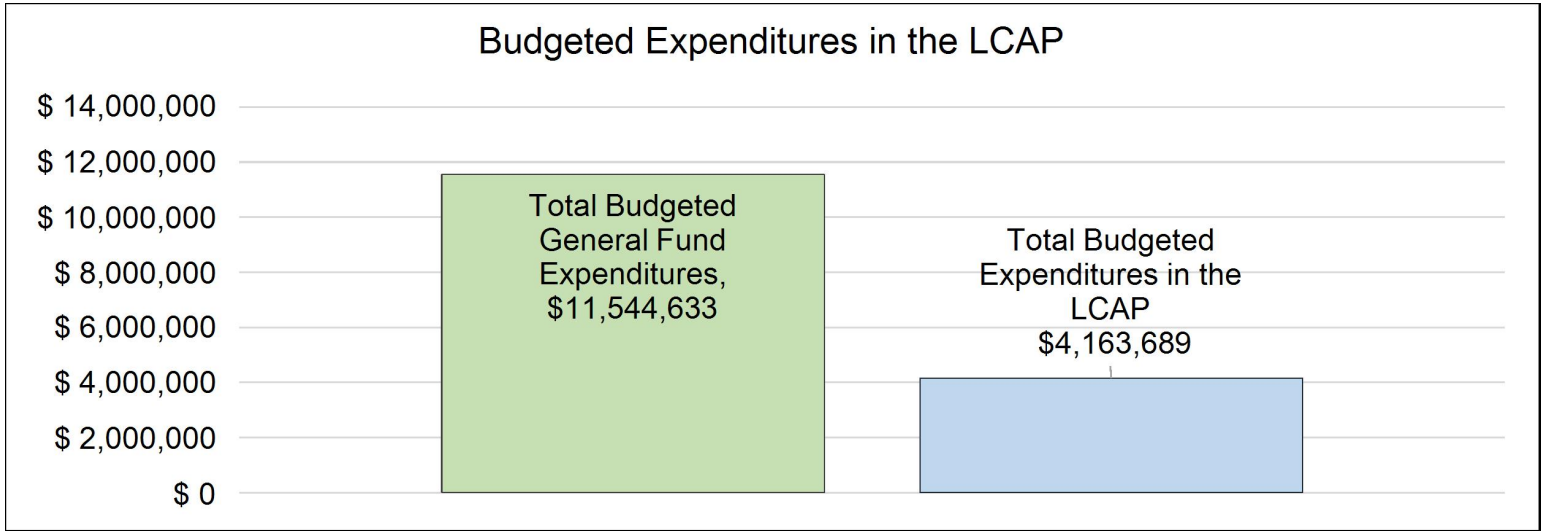


This chart shows the total general purpose revenue Oakland Military Institute College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Military Institute College Preparatory Academy is \$12,218,145, of which \$8,127,857 is Local Control Funding Formula (LCFF), \$2,635,910 is other state funds, \$776,437 is local funds, and \$677,941 is federal funds. Of the \$8,127,857 in LCFF Funds, \$2,128,664 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oakland Military Institute College Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Military Institute College Preparatory Academy plans to spend \$11,544,633 for the 2026-27 school year. Of that amount, \$4,163,689 is tied to actions/services in the LCAP and \$7,380,944 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

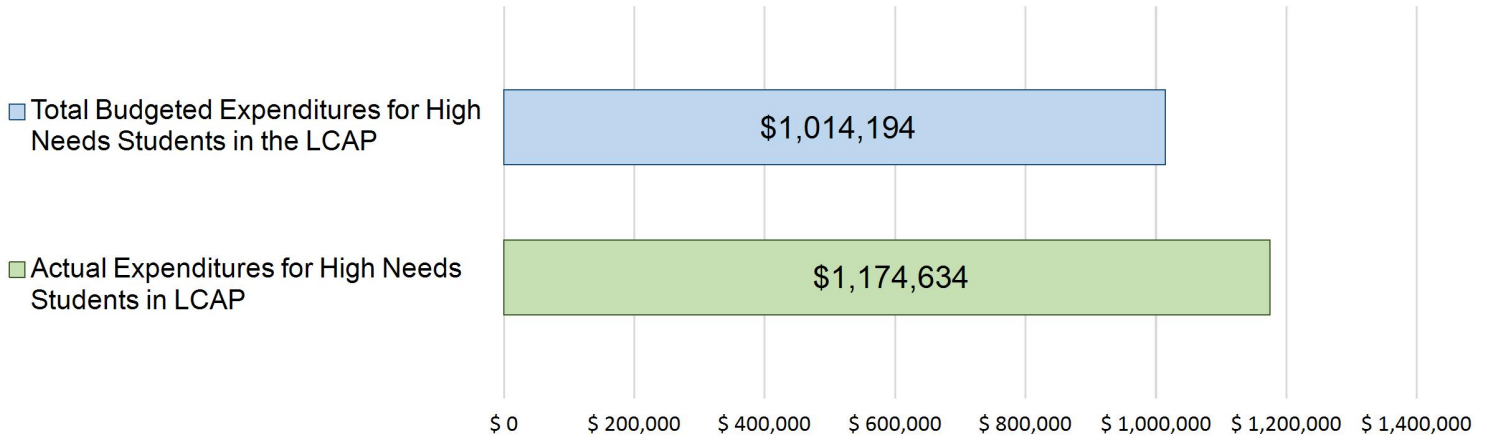
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oakland Military Institute College Preparatory Academy is projecting it will receive \$2,128,664 based on the enrollment of foster youth, English learner, and low-income students. Oakland Military Institute College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Military Institute College Preparatory Academy plans to spend \$1,218,281 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Oakland Military Institute College Preparatory Academy's LCAP budgeted \$1014194 for planned actions to increase or improve services for high needs students. Oakland Military Institute College Preparatory Academy actually spent \$1174634 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Oakland Military Institute College Preparatory Academy was formed in 2001 as a partnership between then Oakland Mayor Jerry Brown and the California National Guard. For over two decades, OMI has had a history of promoting excellence for its cadets through academics, character building, and leadership, a formula proven successful in other established military preparatory schools. Located in the heart of Oakland's transit center near the MacArthur BART station, OMI's leadership focused and military themed prep academy is comprised of a middle school and a high school serving grades 6-12. The OMI Board of Directors adopted a revised mission in school year (SY) 2019-2020 that re-emphasizes the core purpose of the school charter:

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

OMI was renewed by its authorizer, the Oakland Unified School District (OUSD), in 2019 and the term has been extended through June 30, 2028). OMI is accredited by the Western Association of Schools and Colleges [WASC] and our accreditation term was renewed in 2023 for a full 6 year term through 2029, and our Mid-Cycle visit in 2025 continued the 6 year accreditation.

Reflections: Annual Performance

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

We have seen significant improvement in several of our CA Dashboard indicators, including:

Our graduation rate has increased from 89% to 92%

Our College and Career Readiness Indicator has increased from 54% to 73.3%

Our Chronic absenteeism has decreased from 25% to 12.2% [Red to Yellow]. {**projecting 12% for 2025-2026 SY}

Our Average Daily Attendance percent has increased from 92% to 95%. {projecting 96% for 2025-2026 SY}

[2024-2025] MS attendance was 95.29%, and HS attendance was 95.62%.

[2025-2026 Projection] MS attendance 95.16% and HS attendance 95.05%

Our suspension rate has decreased from 8.5% to 2% [Orange to Blue].

Our English Learner Progress rate increased by 4%, from 45% to 49%

Our high school CAASPP ELA literacy rate for 2026 is 59%, reflecting strong performance

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

Our local indicators also improved 100%. Three years ago, all local indicators showed "not met," and in 2023, all local indicators showed "met."

Local Indicators include:

Teachers, Instructional Materials, and Facilities

Parent and Family Engagement

Local Climate Survey

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

Math continues to stubbornly be our hardest performance indicator to improve proficiency rates. However, the newly minted CA Growth Indicator, as well as our CORE Data Growth rates, show optimism in their positive results. The index level, which reflects our standing relative to demographically similar schools, places us at 8 in middle school math and 9 in middle school ELA. At the high school level, we achieved the maximum rating of 10 in both subjects.

24-25 Math

Middle School = 78% (CORE index level = 8/10)

High School = 92% (CORE index level = 10/10)

24-25 ELA

Middle School = 87% (CORE index level = 9/10)

High School = 98% (CORE index level = 10/10)

CA Dashboard 2025 Growth Rates

ELA = 73.3% students improved their score from the prior year

These subgroup(s) had average growth: Asian, Students with Disabilities

These subgroup(s) had accelerated growth: African American, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged

Math = 68.9% students improved their score from the prior year

These subgroup(s) had moderate growth: Students with Disabilities

These subgroup(s) had average growth: African American, English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged.

These subgroup(s) had accelerated growth: Asian

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

Data from the LCAP annual mid term report and the CA Healthy Kids Survey Results were analyzed by our management team and Instructional Leadership Team and presented to our governing board in February 2026 in the Mid Term LCAP. In March - May of 2026, OMI used several avenues to gather input on the development of the 2026 LCAP. The activities and influence on the LCAP are described below: The Mid-Term LCAP provided the opportunity to reflect on the progress and efficacy of our program initiatives toward meeting our goals. This was an LCAP/budget committee comprised of the CF), the superintendent, the Director of Teaching and Learning, the assessment coordinator, the Instructional Leadership Team, our CFO and our Community Engagement Initiative cohort [CEI].

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

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

Input provided influenced the following:

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

- 4) Consistent monthly parent and staff newsletter and add cadet recognition monthly to formation and monthly Grizzly Nights to increase participation and emphasize academic excellence
- 5) Add tech/stem elective wheel, grow sports and continue music in after school program at the middle school
- 5) Math: Continue building the math tutor cadre model [at minimum 1-2 per grade level to manage a case load of 15-20 cadets for small group intensive, push in class support and after school], formally mapping formative benchmarking, provide intensive 1-1 instructional coaching [and participate in Silicon Valley Math Initiative networking cohort], hire experienced math teachers, purchase IXL intervention curriculum
- 6) Continue to develop [ASG] leadership and facilitation for more productive and proactive cadet intervention, family engagement and cadet positive behavior and awards recognition program
- 7) Continue to refine and develop comprehensive student services center adjacent to wellness center to more effective collaboration in positive behavior intervention supports
- 8) Based on observation and feedback, we will move our ELAC meetings to a different day than Grizzly night to increase attendance and parent involvement.
- 9) Additional input from from parents is also leading to Ability Awareness trainings for staff, students, and parents to educate on people with varying abilities
- 10) Literacy and English Learner instruction will be restructured to be more rigorous and provide a gradual increase in workload

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual CAASPP Scores	CAASPP (2023) English Language Arts (ELA): Middle School = 30% met or exceeded standard High School = 71% met or exceeded standard Math	CAASPP (2024) English Language Arts (ELA): Middle School = 26% met or exceeded standard High School = 63% met or exceeded standard Math	CAASPP (2025) English Language Arts (ELA): Middle School = 27% met or exceeded standard High School = 59% met or exceeded standard Math	CAASPP (2026) English Language Arts (ELA): Middle School = 50% met or exceeded standard High School = 75% met or exceeded standard Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School = 17% met or exceeded standard High School = 14% met or exceeded standard	Middle School = 15% met or exceeded standard High School = 13% met or exceeded standard	Middle School = 10% met or exceeded standard High School = 15% met or exceeded standard	Middle School = 35% met or exceeded standard High School = 40% met or exceeded standard	
1.2	Renaissance Star Reading and Math Assessment [RenStar]	Renstar (2024-1): meets/exceeds 12th grade: ELA 40%; 56% Math 11th grade: ELA 34%; 50% Math 10th grade: ELA 19%; 40% Math 9th grade: ELA 28%; 43% Math 8th grade: ELA 19%; 27% Math 7th grade: ELA 16%; 26% Math 6th grade: ELA 16%; 12% Math	Renstar (2025-1): meets/exceeds 12th grade: ELA 76%; 76% Math 11th grade: ELA 80%; 75% Math 10th grade: ELA 75%; 77% Math 9th grade: ELA 75%; 69% Math 8th grade: ELA 75%; 60% Math 7th grade: ELA 50%; 46% Math 6th grade: ELA 45%; 51% Math	Renstar (2025-8): meets/exceeds 12th grade: ELA 20%; 53% Math 11th grade: ELA 56%; 65% Math 10th grade: ELA 47%; 42.3% Math 9th grade: ELA 41%; 35% Math 8th grade: ELA 24%; 22% Math 7th grade: ELA 33%; 19% Math 6th grade: ELA 27%; 23% Math	Renstar (2026): meets/exceeds 12th grade: ELA 75%; 75% Math 11th grade: ELA 80%; 80% Math 10th grade: ELA 80%; 80% Math 9th grade: ELA 75%; 75% Math 8th grade: ELA 80%; 65% Math 7th grade: ELA 60%; 55% Math 6th grade: ELA 50%; 55% Math	
1.3	High School Graduation Rate	Graduation Rate (2023) 94%	Graduation Rate (2024) 96%	Graduation Rate (2025) 92%	Graduation Rate (2026) 98%	
1.4	College/Career Indicator	College Career Indicator Rate (2023): 65%	College and Career Indicator (2024) 72%	College and Career Indicator (2025) 74%	College Career Indicator Rate (2026): 80%	
1.5	Core Growth Indicator	Core Growth Indicator (2023) MS ELA = 86% HS ELA = 100% MS Math = 62% HS Math = 91%	Core Growth Indicator (2024) MS ELA = 78% HS ELA = 100% MS Math = 51% HS Math = 96%	Core Growth Indicator (2025) MS ELA = 87% HS ELA = 98% MS Math = 78% HS Math = 92%	Core Growth Indicator (2026) MS ELA = 95% HS ELA = 100% MS Math = 75% HS Math = 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	A-G Graduation Rate	A-G Graduation Rate (2023) 63%	A-G Graduation Rate (2024) 67%	A-G Graduation Rate (2025) 56%	A-G Graduation Rate (2026) 78%	

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

1. tutors for the full year [targeting 7- 10]
2. adding paraprofessionals to reading classrooms
3. joining Silicon Valley Math Initiative (SVMI) Network, trainings and coaching for full year
4. adding reading program recommended by CORE Learning coaches.
5. adding hands on STEAM elective to enable cadets to apply their math, science, tech, design, and creative problem solving skills
6. OMI has eliminated D grades for both Middle School and High School. This higher academic expectation for achievement will impact and expect to grow our A-G Graduation Rate for the upcoming year.

7. adding bilingual aide to reading intervention classes to support English Language Learners

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Year 3.5 of deep implementation of highly structured approach to SBAC writing types and early college proficiencies. The approach provides scaffolding for our English Learners, Special Needs and accelerated learners to access Argumentative, Literary Analysis, Explanatory/Synthesis and Narrative writing. JSWP trainers for prompt writing, style analysis, JET coaching and webinars for new hire training.	\$12,443.00	Yes
1.2	Instructional Coaching, Internship and Induction program	Highly qualified staff will be given a prep release and stipends for additional coaching time over caseload to coach induction candidates and staff identified as needing improvement in specific areas.	\$80,221.00	Yes
1.3	Structured Reading Intervention Program	Licenses and training for Read 180 for Special Education and below grade level readers; Achieve 3000 Reading Intervention for Juniors & HS ELD and IXL for middle school skill gaps and 3rd Quest [Ancora] for lowest readers. To define the program, grade 6 will use READ 180, Grade 7 will use Third Quest, and Grade 8 will use "Hallway" reading intervention program.	\$159,788.00	Yes
1.4	Math coaching and professional development	OMI will team up with Silicon Valley Math Initiative (SVMI) to provide 1-1 math coaching, math lesson development, conference attendance and math teacher collaborative	\$9,950.00	Yes
1.5	5 extra days of instruction and 4 extra days of		\$156,307.00	Yes

Action #	Title	Description	Total Funds	Contributing
	professional development			
1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	1-1 laptop distribution allows for equal access to digital curriculum and digital learning. Digital platforms offer more personalized and interactive content as well as modes for teachers, students and parents to engage as they do with Google classroom and Aeries parent portal. Without the 1-1 cadet laptop program, equity issues would persist as technology access differs dramatically when cadets leave campus. Safety programs, such as Go Guardian and our technology use policies have also proven critical because access to unsafe content accompanies access to the internet.	\$60,000.00	Yes
1.7	Plan and Implement a Career Technical Education Pathway	Plan to Expand and fully Implement a Career Technical Education Pathways to enhance college and career readiness. Expand CTE required elements of our Military Science Program to more fully align with Public Service Pathways of Public Safety and Emergency Response. Launch middle school STEAM elective [Intro to Design & Digital Design and Building Trades Introduction to Building Trades and design - in grades 6-8 in 25-26 and computer science elective in high school. Plan for implementation of Golden State Pathways Grant in Computer Science, Climate Science and Data Science. To compliment both middle and high school CTE programs, plan in 25-26 for completion of CTE credentialing for new military science personnel in grades 6, 7 and 9.	\$278,785.00	Yes
1.8	Math Tutoring case management model	Individualized and small group intensive math instruction - push in, pull out, after school and Saturdays. Math intervention manager for each grade level.	\$350,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPAC Growth	70% making progress toward English Language proficiency (2023)	45% making progress toward English Language proficiency (2024)	49% making progress toward English Language proficiency (2025)	85% making progress toward English Language proficiency (2026)	There is a positive growth of 15% from Baseline
2.2	Reclassification Rate	EL Reclassification Rate (2023-2024) 29.4%	EL Reclassification Rate (2024-2025) 15%	2025-2026 Dashboard data not available until November 2026.	EL Reclassification Rate (2026) 45%	There is a 15.6 positive growth from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Projection as of May 2026: 13.1%		
2.3	EL Proficiency Level - RenStar	RenSTAR (January 2024) EL 9-12 Grade level equivalency literacy - 5.2 EL 9-12 Math Grade level equivalency - 6.7	RenSTAR (January 2025) EL 9-12 Reading Grade level equivalency literacy - 6.26 EL 9-12 Math Grade level equivalency - 6.92	RenSTAR (August 2025) EL 9-12 Reading Grade level equivalency literacy - 5 EL 9-12 Math Grade level equivalency - 6.15	RenSTAR (January 2026) EL 9-12 Grade level equivalency literacy - 7.0 EL 9-12 Math Grade level equivalency - 8.0	EL 9-12 Literacy GE Levels have increased by 2.2 grades EL 9-12 Math Numeracy GE levels have increased by 1.3 grades
2.4	EL Meeting or exceeding standard on CAASPP	CAASPP EL's (2023) met/exceed EL's in Math: 10% EL's in ELA: 11%	CAASPP EL's (2024) met/exceed EL's in Math: 32% EL's in ELA: 13%	CAASPP EL's (2025) met/exceed EL's in Math: 10.4% EL's in ELA: 11%	CAASPP EL's (2026) met/exceed EL's in Math: 35% EL's in ELA: 35%	Increase from Baseline is 25% respectively
2.5	CLAD/BCLAD certification from Commission on Teacher Credentialing	(2022-2023) 83% of teachers have CLAD/BCLAD/ELA certification	(2023-2024) 83% of teachers have CLAD/BCLAD/ELA certification	(2024-2025) 78 % of Teachers CLAD/BCLAD/ELA certification	(2025-2026) 95% of teachers have CLAD/BCLAD/ELA certification	There is a 12% increase for certification of teachers

Goal Analysis [2025-26]

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

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

Our continued implementation of ELD curriculum platforms of Read 180, System 44 and Achieve 3000 for designated ELD courses have provided necessary supports for our English Learners. Ensuring ELD courses are placed with our stronger instructional staff has been an important priority. Adoption of the Third Quest and Hallway reading curriculum has supplemented our upper middle grades which have increased engagement. We've experienced challenges with ensuring that we have enough bilingual staff and paraprofessionals to support our cadets and families. Our induction coach designed and facilitated 3 excellent staff trainings on the best instructional methodologies and theoretical frameworks for our English Learners both in ELD and integrated into the content area classes. Our ELD consultant has continued to assist in our progress monitoring and assessment of ELD achievement which continues to steer our efforts for growth.

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

Additional costs came in the areas of ELPAC proctor pay and EL training series and additional licenses for new supplemental curriculum of Third Quest due to increased EL enrollment.

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

Teachers expressed need for bilingual aide and Ed Specialist push in support in the classroom which was secured and fulfilled this critical need.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	Continue academic success courses with English Language Development as the foundational curriculum for all English Learners at grades 6-12. Supplemental Read 180 and System 44 program, along with Third Quest and The Hallway reading intervention series, to include with structures writing program [JSWP], explicit vocabulary instruction and speaking and listening curriculum in the middle school and and supplement the ELD curriculum in grades 9-12 Achieve 3000 and middle school/high school with IXL.	\$162,550.00	Yes
2.2	English Learner Instructional Methodologies for all staff	Purchase and train on EL Achieve materials. Hire onsite staff expert trained in EL Achieve & SDAIE methods to develop EL training series for teachers in all content areas to implement integrated ELD.	\$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	Paraprofessionals will be training in reading intervention to small group instruction and pull out support	\$145,306.00	Yes
2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Due to Special education staff turn over rates coupled with a continued rise in cadets who qualify for special education, this special needs area continues to require increased supports, trainings and staffing incentives.	\$99,250.00	Yes
2.5	English Learner program oversight coordinator & ELPAC assessment support	Teacher leader release to coordinate training, collaboration, materials and assessment	\$30,911.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey LCAP	Spring 2024 Satisfied w/ instruction - 85.7% Safety of cadets - 85.6% Keeps parents well informed - 78.6% Satisfied w/ management of the school - 78.6 Satisfied w/ military program - 78.6%	Spring 2025 85% satisfied with the academic support and instruction 86% are satisfied with the military program 89% are satisfied with opportunities for cadets and parents to participate in school activities	Satisfied: [n=80] Instruction = 78.8% Attendance = 91.3% safety = 87.8% Communication = 95% Dual Enrollment = 78.5% Management = 78.8% Military = 83.8%	Spring 2026 90% satisfied with the academic support and instruction 90% are satisfied with the military program 95% are satisfied with opportunities to participate in school activities and decision-making	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and decision-making 97% of families feel well-informed 84% are satisfied with how OMI manages its educational programs and services 90% feel the campus is safe	Superintendent = 82.3% Facilities = 85%	100% of families feel well-informed 90% are satisfied with how OMI manages its educational programs and services 100% feel the campus is safe	
3.2	CA Healthy Kids Survey - HKS	Fall 2023: Middle School Climate: Academic motivation: 64% Good attendance: 71% Meaningful Participation: 24% Safety: 54% Social Emotional Distress: 16% High School Climate: Academic motivation: 63% Good attendance: 82% Meaningful Participation: 29% Safety: 60% Social Emotional Distress: 16	Fall 2024: HKS survey - Parents 94% feel their cadets are motivated 90% feel school is responsive 95% feel school encourages participation 82% feel school actively seeks input 86% feel school is welcoming 100% feel they are treated with respect by school personnel 90% feel staff takes their concerns seriously	Fall 2025: OMI's 2025–26 California School Parent Survey reflects generally strong parent confidence and engagement. Among 45 parent respondents: 97% agreed or strongly agreed that school staff treat parents with respect 96% agreed or strongly agreed that the school keeps parents well-informed about school activities 92% agreed or strongly agreed	Fall 2025: HKS survey - Parents 100% feel their cadets are motivated 95% feel school is responsive 100% feel school encourages participation 90% feel school actively seeks input 95% feel school is welcoming 100% feel they are treated with respect by school personnel 90% feel staff takes their concerns seriously	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>100% feel school keeps them informed 77% feel teachers are clear about classroom expectations 47% attended a school event</p>	<p>that staff take parent concerns seriously 92% agreed or strongly agreed that the school encourages parents to be active partners 90% agreed or strongly agreed that the school promptly responds to calls, messages, or emails 87% agreed or strongly agreed that parents feel welcome to participate 71% reported attending a school or class event. 77% say areas for continued growth include parent perception that the school actively seeks input before important decisions 74% say areas for continued growth include student motivation to complete schoolwork</p>	<p>100% feel school keeps them informed 87% feel teachers are clear about classroom expectations 60% attended a school event</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Annual Staff Survey LCAP	Spring 2024 Satisfactory instruction: 80% Campus is safe: 90% Staff kept informed: 80% Feel Supported: 90% Leadership is responsive: 90% satisfied w/ superintendent: 80%	Spring 2025 - Staff Satisfactory instruction: 82% Campus is safe: 90% Staff kept informed: 86% Feel Supported: 90% Leadership is responsive: 96% Satisfied w/ superintendent: 86% Satisfied w/ cadre leadership: 79%	Satisfied: [n=28] safety = 89% staff support = 75% mgmt responsive = 96.4% Military = 78.6% Superintendent = 85.7%	Spring 2026 - Staff Satisfactory instruction: 90% Campus is safe: 100% Staff kept informed: 90% Feel Supported: 95% Leadership is responsive: 100% Satisfied w/ superintendent: 95% Satisfied w/ cadre leadership: 90%	
3.4	Parent and Cadet Engagement (committees, school events, parent meetings)	2024 % of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference: Grizzly Nights: 59 + awards night 43% percent cadet and parent involvement including Welcome to School, Spring Fest, Fall Fest and Introduction 114% cadets participated in extracurricular activities;	2025 # of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference: Grizzly Nights: 8 events [average 35] Coffee with Leadership: 5 events [average 10] # cadets participated in extracurricular activities; TBD	2026 Grizzly Nights: 7 events (average of parents 55-60). 12 sports teams, including HS & MS. 120 Cadets participated.	2026 75% of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference: % cadets participated in extracurricular activities; 425 cadets semester one, 450 semester two	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		341 cadets semester one, 373 semester two				
3.5	Annual Attrition Rate	Annual Attrition Rate 2023-2024: 49 withdrawals; 9.4% attrition rate	Annual Attrition Rate 2024-2025: 25 withdrawals; 5.2% attrition rate	End of year data not available until June 2026. May 2026: 49 withdrawals; 9.7% attrition rate	(2025-2026) Annual Attrition Rate: 3%	
3.6	Suspension/Expulsion/Dismissal Rate	(2023-2024) Suspension Rate: 8% Expulsion Rate: 0% Dismissal Count: 2	(2024-2025) Suspension Rate: 2% Expulsion Rate: 0% Dismissal Count: 0	End of year data not available until June 2026. Suspensions Rate: 4.9% Expulsion Rate: 0% Dismissal Rate: 0	(2025-2026) Suspensions: 1% Expulsion: 0 Dismissal Rate: 0	
3.7	Cadet Leadership/CACC Promotion Rate	Cadet Leadership/CACC Promotion Rate: 93% of cadets improved by one rank or more.	Cadet Leadership/CACC Promotion Rate: TBD of cadets improved by one rank or more. % of seniors reaching rank of SGT: 100%	[MSG Traver data, need to enter it here]	Cadet Leadership/CACC Promotion Rate: 98% of cadets improved by one rank or more. % of seniors reaching rank of SGT: 100%	
3.8	Attendance Rate and Chronic Absenteeism Rate	Average Daily Attendance Rate (2023-2024): 92% Chronic Absenteeism Rate (2023-2024) MS + HS 21% MS only 18%	(2024-2025) Average Daily Attendance Rate (2024-2025): 95.5%	End of year data not available until June 2026. Average Daily Attendance Rate (2025-2026): 95%	Average Daily Attendance Rate (2025-2026): 96% Chronic Truancy Rate (2025-2026) 6%:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Chronic Absenteeism Rate (2024-2025) MS + HS 8.8% MS only 7.3%	Chronic Absenteeism Rate (2025-2026) Projection: MS + HS 12% MS only 11%		
3.9	D/F rates by semester	MS Fall semester 2023 Grade Lv # of Students # Students w/ at least 1 F % 6th Grade 60 6 10.00% 7th Grade 85 21 24.71% 8th Grade 81 25 30.86% HS Fall Semester 2023 Grade # of Students # Students w/ at least 1 F % 9th Grade 78 20 25.64% 10th Grade 64 23 35.94% 11th Grade 57 27 47.37% 12th Grade 54 6 11.11%	Fall 2024 # of Students # Students w/ at least 1 F % MS 226 23% HS 252 29% Spring 2025 MS 218 19.7% HS 247 25%	End of year data not available until June 2026. Fall 2025: # of Students MS: 224 HS: 258 #/% Students w/ at least 1 F MS: 96 (42%) HS: 95 (36%)	MS Fall semester 2025 Grade Lv # of Students # Students w/ at least 1 F % HS Fall Semester 2025 Grade # of Students # Students w/ at least 1 F %	
3.10	Governor's Baccalaureate Diploma Data	# units by graduating class % of cadets receiving a C or better # of cadets receiving GBD	Fall 2024 Course # Taking Class # Passed PASS RATE DE Business 10 46 44 95.65% DE COUN 57 22 20 91%	Fall 2025 #Taking Class #Passed %Pass Rate DE ADJUS 21 24 23 96%	Fall 2025 Course # Taking Class # Passed PASS RATE DE Business 10 46 44 95.65% DE COUN 57 22 20 91%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 (232 class enrollments, earning 561 college credits) 2024-2025 (350 class enrollments, projected to earn 706 college credits)	DE Comm 20 12 12 100.00% DE Anthr I 56 53 94% DE ETHN 1 19 19 100.00% DE Psych 1A 16 15 93.75% DE Spanish 1A 21 21 100.00% DE COMP SCI 1 12 11 91.67% # units class of 2025: (350 class enrollments, projected to earn 706 college credits) % cadets passing: 96% # of cadets receiving GBD: 10% # of cadets receiving college adv diploma: 23%	DE Business 10 18 18 100% DE Comm 20 26 24 92% DE COUN 57 28 27 97% DE ETHN 1 27 23 85% DE Music 10 15 15 100% DE Psych 1A 14 14 100% DE Spanish 1A 24 24 100%	DE Comm 20 12 12 100.00% DE Anthr I 56 53 94% DE ETHN 1 19 19 100.00% DE Psych 1A 16 15 93.75% DE Spanish 1A 21 21 100.00% DE COMP SCI 1 12 11 91.67% # units class of 2026: % cadets passing: 96% # of cadets receiving GBD: 12 # of cadets receiving college adv diploma: 20	

Goal Analysis [2025-26]

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

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

Overall, Goal 3 actions were implemented with fidelity across most program areas, including MTSS integration, expanded learning opportunities, community engagement initiatives, and student support systems.

Substantive differences between planned and actual implementation included:

Inconsistent execution of ASG meetings, including variability in facilitation, role clarity, and outcome tracking

Fluctuations in parent participation rates despite expanded outreach efforts

Variability in student participation in events and extracurricular activities depending on scheduling and accessibility

Key challenges:

Maintaining consistent parent engagement and participation in decision making structures

Addressing chronic absenteeism among unduplicated student groups

Ensuring alignment and consistency in MTSS/ASG processes across grade levels

Managing increases in D/F rates in 2025–26 despite prior improvements

Key successes:

Significant improvement in attendance from 92% to over 95% in the prior year before stabilizing

Reduction in suspension rates from 8% to 2% before a slight increase

Strong dual enrollment outcomes with high pass rates (~96%) and increased college credit accumulation

Increased opportunities for extracurricular engagement, with hundreds of cadets participating in programs

High levels of parent satisfaction in communication and school climate metrics

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

Differences between budgeted and estimated actual expenditures were primarily driven by program adjustments, staffing allocations, and participation variability across initiatives.

Key contributing factors included:

- Adjustments in personnel costs tied to staffing allocations within MTSS (ASGs), student services, and expanded learning programs
- Variability in participation rates for extracurricular activities, dual enrollment, and parent engagement events, which impacted associated costs
- Reallocation of funds within large program areas such as expanded learning, Youth and Community Programs (YCP), and school climate initiatives to better align with actual needs
- Additionally, some contributing actions serving unduplicated pupils experienced shifts in implementation intensity, impacting the estimated percentage of improved services. This was particularly evident in attendance interventions and engagement initiatives, where staffing capacity and participation levels influenced service delivery. Despite these differences, expenditures remained aligned with the overall goal of improving school climate, engagement, and outcomes for unduplicated students.

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

Overall, the actions under Goal 3 have been moderately to highly effective, with clear strengths in engagement, safety, and expanded opportunities, but mixed results in academic-related metrics and attendance for specific student groups.

Effective actions:

- Dual Enrollment (GBD pathway): Highly effective, with strong pass rates (~96%) and increased access to college coursework
- Extracurricular and YCP programs: Increased student connectedness and participation, supporting school engagement
- School safety and climate efforts: Reflected in improved survey data and reduced suspension rates compared to baseline
- Expanded learning opportunities: Provided critical academic and social-emotional supports, especially for unduplicated pupils

Partially effective actions:

- MTSS/ASG structures: Effective in design but inconsistent in execution, limiting full impact
- Parent engagement initiatives: Improved communication metrics, but participation rates remain inconsistent
- Attendance interventions: Improved overall attendance, but chronic absenteeism remains a challenge for targeted groups

Less effective areas:

- D/F rate reduction: Increase in failure rates in 2025–26 indicates a need for stronger academic intervention alignment
- Consistency of implementation across systems (e.g., ASGs, engagement structures)

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

Based on reflection and outcome data, several key changes have been made to strengthen implementation and increase effectiveness:

Refinement of MTSS/ASG structures:

- Focus on improved facilitation, clearly defined roles, structured agendas, leadership training, and accountability measures to ensure consistency and impact

Enhanced parent engagement strategies:

- Continued participation in the Community Engagement Initiative (CEI) to develop more innovative and accessible approaches to increase family involvement

Expanded and better-aligned intervention supports:

- Increased emphasis on tutoring, credit recovery, and small-group instruction to address rising D/F rates and learning gaps

Strengthened attendance systems:

- Expanded truancy interventions, community liaison outreach, and attendance monitoring systems targeting unduplicated student groups
- Continued expansion of high-impact programs: Ongoing investment in dual enrollment, extracurricular programs, and Youth and Community Programs to improve engagement and postsecondary readiness

Refinement of metrics and targets:

- Adjustments to targets for attendance, engagement, and academic outcomes to ensure they are both ambitious and attainable based on prior year data trends

These changes are designed to improve consistency, increase student outcomes, and ensure that systems are more effectively aligned to the needs of OMI’s student population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	All Staff Integration of MTSS	As part of the continuous improvement process, Academic Support Groups [ASGs] will undergo an improvement review to implement upgrades for the 26-27 school year. The ASGs are foundational to our Multi-tier systems of support [MTSS] at OMI. ASGs are grade level teams composed of an interdisciplinary team of teachers and military TACs [Teach, advise, counsel] cadre members that meet bi-monthly to review cadet academic success data in order to proactively intervene and provide supports. Improvement areas for the coming year will include facilitation, outcome based agendas, leadership training, clarifying roles/responsibilities and mission and core deliverables.	\$318,000.00	No Yes
3.2	College & Career Readiness	The Governor's Baccalaureate Diploma Pathway [Grizzly GBD] is an initiative launch in 2024 to engage parents and cadets in an opportunity to step beyond a rigorous college preparatory pathway and into an elite "college now" pathway to college acceleration. Though expanded partnerships with Peralta Community College District, OMI cadets can surpass simply using a high school gpa, A-g completion and AP classes to compete for college seats to accumulating transferable college units through our dual enrollment program offered on the OMI campus in order to enter college as a 2nd year student both saving money and showing college admissions that our cadets can successfully complete college level rigor.	\$256,789.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Family Engagement: Community Engagement Initiative (CEI)	OMI has joined the California Community Engagement Initiative to provide us with a statewide network of collaborators to bolster our parent outreach and engagement efforts. Outcomes of this initiative include expansion of Grizzly Family Nights and cadet recognition events.	\$87,000.00	No Yes
3.4	Continued expansion and improvement of co-curricular & extra curricular activities	OMI is committed to continuing to enrich the cadet educational experience through the addition of an expansive variety of co-curricular activities at include: - After School Program (ASP), CACC YCP programming, Athletics, clubs, and college/academic/interdisciplinary field trips	\$892,701.00	Yes
3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	Building school culture for staff, cadets, and community that supports a positive environment in support of academic achievement recognition and overall OMI cadet experience.	\$39,500.00	No Yes
3.6	Expanded Learning & learning recovery Opportunities	OMI will invest in an expanded summer session, after school cadet success center, credit recovery sections, Saturday advancement and small group intensive learning environments	\$71,850.00	Yes
3.7	School safety and wellness	Campus security services will assist in maintaining an ideal learning environment that provides an emotionally safe place for learning.	\$69,608.00	Yes
3.8	Mental Health and Socio-emotional supports	Expand mental health supports with the use of counseling interns, group counseling, SEL push in curriculum in military science, social studies and ASP classrooms and partnership with Peer Health Exchange.	\$156,806.00	Yes
3.9	Student Services supports and chronic truancy initiative	Increase and maintain average daily attendance rates at 94% or better.	\$54,374.00	Yes
3.10	Cadre community liaison & attendance support	Cadre community liaison/attendance for parent engagement and outreach		Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Youth and Community Programs Partnership	Cadre support of Youth and Community Programs [YCP] activities, leadership programs, scholarship programs and promotion related activities.	\$636,250.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

These four key areas comprise the focus of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Staff LCAP Survey	*see goal 3 data				
4.2	Annual Parent/Guardian LCAP Survey	*see goal 3 data				
4.3	Tenure of management Team	Average Tenure of management		4 years		
4.4	Staff Retention average	Average Tenure of staff		[work with Ms. Wong on this data for 2026		

Goal Analysis [2025-26]

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

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

Based on the 2025–26 analysis, Goal 4 actions were generally implemented as planned, focusing on strengthening leadership capacity through three primary strategies: civilian and military leadership integration, leadership training, and expansion of shared and distributed leadership structures. These efforts included regular integrated leadership meetings, collaboration across instructional and operational teams, and expansion of leadership opportunities through committees such as the Instructional Leadership Team, School Site Council, and advisory groups.

A key success was the intentional alignment of civilian and military leadership roles, which improved coordination in areas such as MTSS/ASG implementation, cadet support systems, and schoolwide operations. Leadership training opportunities—including conferences, compliance trainings, and team-building activities, supported capacity building across administrative and instructional teams.

While implementation occurred with fidelity overall, challenges included variability in the depth of participation across distributed leadership structures and the need to further clarify roles and responsibilities within shared leadership systems to ensure consistent impact across all teams

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

Material differences were evident in some leadership-related expenditures. For example, Leadership Training Opportunities (Action 4.2) had a significantly lower estimated actual expenditure (\$18,191) compared to the budgeted amount (\$49,229), reflecting adjustments in participation levels, scheduling, or access to training opportunities.

Other leadership actions, such as Civilian and Military Leadership Integration and Shared and Distributed Leadership, did not report fully detailed actual expenditures, but overall differences appear to have been influenced by shifting priorities, staffing allocations, and program implementation adjustments across the year.

Consistent with broader LCAP patterns, these differences were largely due to operational adjustments and did not significantly deviate from the overall intent of improving leadership capacity and student outcomes.

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

The effectiveness of Goal 4 actions is inferred through improvements in broader organizational performance indicators, including gains in student achievement, attendance, and engagement outlined in the LCAP reflections. Leadership integration and training contributed to stronger instructional focus, collaboration, and data-driven decision-making, which are aligned with research-based leadership practices.

Actions related to shared and distributed leadership increased opportunities for stakeholder involvement and strengthened systems such as MTSS and Academic Support Groups. However, the effectiveness of these actions varied depending on the consistency of implementation across teams.

Overall, actions were moderately to highly effective in strengthening leadership structures, but continued refinement is needed to ensure consistent execution and measurable impact on student outcomes, staff retention, and leadership stability.

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

Based on reflection, several adjustments have been made to strengthen Goal 4 for the 2026–27 school year. These include refining leadership structures to improve clarity, accountability, and consistency across teams, particularly within MTSS and ASG systems.

Leadership training has been streamlined and more strategically aligned, with a reduced but more focused budget to prioritize high-impact professional development opportunities. Additionally, distributed leadership structures will be further formalized to expand stakeholder participation and improve decision-making processes.

These changes are designed to improve coherence across leadership systems, increase sustainability of initiatives, and ensure stronger alignment between leadership actions and measurable improvements in student achievement and organizational effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Civilian and Military Leadership Integration	Continue work to effectively integrate cadre and civilian leadership to overlap key operational roles by function. Integration efforts include overlapping responsibilities, cooperative staffing, long term initiative visioning focused on charter renewal, regular integrated cabinet meeting, regular integrated command check ins, regular integrated facilities and business operations meetings, regular integrated Instructional Leadership Team meetings and regular integrated ASG leadership. Key areas of shared leadership include business operations, cadet safety and supervision, grade level team [academic support groups] coordination, chronic truancy, cadet leadership and co-curricular activities.		No Yes
4.2	Leadership Training Opportunities	Training will be provided in the following areas and experiences: <ol style="list-style-type: none"> 1) Facilitated Team Building Leadership Retreat 2) Charter School Development Center Leadership Conference 3) SELPA training for Special Education team 4) YMC Legal Webinars in investigations, IEP compliance and other required trainings: Title IX, mandated reporting, sexual harassment, bloodborne pathogens, pesticide use 5) Administrator Development Academies (ACSA) 	\$12,800.00	No Yes
4.3	Shared and Distributed Leadership	Continue to build and support shared decision-making and advisory stakeholder groups including classified and certificated staff, cadets and parents/guardians and community partners. These distributed leadership opportunities will include the following: <ol style="list-style-type: none"> 1) Executive and Extended Cabinet 	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2) Instructional Leadership Team [proposed release time to expand administrative duties and where qualify combine teaching & administrative positions] 3) Superintendent's Cadet Leadership Advisory 4) Facility and Safety Committee 5) Early College Pathways Committee 6) ASG leadership Team [proposed] 7) District English Learner Advisory Committee 8) School Site Council 9) Athletic Booster Committee or Extra-curricular programs integrate ops team [proposed]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,128,664	\$209,904

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.412%	0.000%	\$0.00	38.412%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.8</p>	<p>Action: Math Tutoring case management model</p> <p>Need: Cadets with low literary and low math skills need individual tutoring and support to achieve passing grades and A-G completion and college eligibility at graduation.</p> <p>Scope: LEA-wide</p>	<p>Cadets with low literary and low math skills need individual tutoring and support to achieve passing grades and A-G completion and college eligibility at graduation.</p>	<p>program attendance, grades, graduation and promotion rate</p>
<p>2.2</p>	<p>Action: English Learner Instructional Methodologies for all staff</p> <p>Need: Addresses the need to improve instructional capacity to meet the academic and language development needs of English Learners, who represent a significant portion of the student population and require integrated language supports across all content areas. By providing ongoing professional learning in research-based strategies such as SDAIE and integrated ELD, this action ensures that all teachers are equipped to deliver rigorous, standards-aligned instruction that is accessible to English Learners.</p>	<p>Provides on an LEA-wide basis because English Learners are enrolled in courses across all grade levels and subject areas, requiring consistent and coordinated instructional practices from all staff. Building schoolwide teacher capacity ensures that language development is embedded in all instruction, not limited to designated ELD classes. This systemic approach supports equitable access to curriculum, improves academic achievement outcomes, and promotes college and career readiness for English Learners.</p>	<p>English Learner academic performance on CAASPP (ELA and Math)</p> <p>Renaissance Star (RenStar) Reading and Math growth data for English Learners</p> <p>ELPAC progress and reclassification rates</p> <p>Classroom observation data and instructional walkthroughs focused on integrated ELD strategies</p> <p>Benchmark assessment data (IAB/ICA, local</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		<p>assessments) to monitor progress in literacy and language development</p>
<p>2.3</p>	<p>Action: Hire additional bilingual paraprofessionals to support core and extended learning & translations services</p> <p>Need: The need to provide targeted academic and language support to English Learners and other unduplicated students who require additional scaffolding to access grade-level content and succeed academically. Bilingual paraprofessionals support small group instruction, provide translation services, and facilitate communication between school and home, ensuring that students fully understand instruction and families can effectively engage in their child's education.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on an LEA-wide basis because English Learners and multilingual families are present across all grade levels, and their needs extend beyond specific classrooms or programs. Providing bilingual support across the school ensures equitable access to instruction, interventions, and communication systems. Additionally, this action strengthens the effectiveness of core instructional programs and MTSS supports by increasing adult-to-student support and improving responsiveness to diverse linguistic needs, ultimately improving student achievement, engagement, and family partnership outcomes.</p>	<p>Student grades and course completion rates, particularly for English Learners and unduplicated students</p> <p>A-G completion rates and graduation rate trends</p> <p>CAASPP and RenStar performance data for students receiving support</p> <p>Participation in intervention programs (small group instruction, after school, MTSS supports)</p> <p>Reclassification rates for English Learners</p> <p>Attendance and chronic absenteeism rates, especially for targeted student groups</p>
<p>2.4</p>	<p>Action: Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms</p> <p>Need:</p>	<p>Training new faculty on how to implement appropriate accommodations in the classroom as well as training Ed Specialists on best practices to work with general education teachers will ensure appropriate IEP supports.</p>	<p>Failure Rates; Staff training surveys; classroom observations</p>

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Training in a variety of areas to ensure all students are supported and monitored appropriately.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Ensure all EL's have access to designated ELD courses and ELD curriculum</p> <p>Need: State standards and the EL Roadmap require both designated and integrated ELD for all English Learners. To achieve this we need designated ELD time and corresponding curriculum to address these language and literacy needs. Our EL's also underperform our English Only students and therefore the supports are needed to boost ELA skills across the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The researches based programs provide enhanced reading comprehension, decoding and fluency opportunities that are proven to boost lexicon and lexile levels of English Learners.	Read 180 diagnostic and summary growth reports; RenStar scores and CAASPP scores.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.2</p>	<p>Action: English Learner Instructional Methodologies for all staff</p> <p>Need: Via classroom observation, induction survey and staff LCAP surveys, it has been identified that teachers desire and require more training in the use of specially designed academic instruction for English Learners in order to ensure they reach the same academic outcomes as their English Only peers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The ongoing series to be hosted monthly for staff over a 6 month period of time will provide teachers with the theoretical foundation for how to embed language development into lessons and thus provide access points for limited English proficient students to access the curriculum.</p>	<p>EL grades and CAASPP proficiency rates and quantified coaching walk through notes.</p>
<p>2.3</p>	<p>Action: Hire additional bilingual paraprofessionals to support core and extended learning & translations services</p> <p>Need: Newcomers and limited English cadets disproportionately achieve failing grades in core academic classes</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Newcomers and limited English cadets require individual and small group supports to bolster progress toward academic goals. Without supports provided by bilingual aides and tutors, our EL's disproportionately lose confidence and fall behind in their studies.</p>	<p>Course grades, A-G completion rates</p>

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

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5541643	2,128,664	38.412%	0.000%	38.412%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,259,192.00	\$2,264,765.00	\$522,500.00	\$117,232.00	\$4,163,689.00	\$3,560,278.00	\$603,411.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026 - March 2027	\$1,500.00	\$10,943.00	\$12,443.00				\$12,443.00	
1	1.2	Instructional Coaching, Internship and Induction program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026 - May 2027	\$60,221.00	\$20,000.00	\$68,857.00			\$11,364.00	\$80,221.00	
1	1.3	Structured Reading Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$133,970.00	\$25,818.00	\$123,788.00	\$18,000.00		\$18,000.00	\$159,788.00	
1	1.4	Math coaching and professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$0.00	\$9,950.00	\$9,950.00				\$9,950.00	
1	1.5	5 extra days of instruction and 4 extra days of professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$156,307.00	\$0.00	\$156,307.00				\$156,307.00	
1	1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
1	1.7	Plan and Implement a Career Technical Education Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$258,785.00	\$20,000.00	\$97,079.00	\$181,706.00			\$278,785.00	
1	1.8	Math Tutoring case management model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$350,000.00	\$0.00			\$350,000.00		\$350,000.00	
2	2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	English Learners Low Income	Yes	Limited to Unduplicated Student	English Learners Low Income	All Schools	August 2026-May 2027	\$162,550.00	\$0.00	\$122,212.00			\$40,338.00	\$162,550.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.2	English Learner Instructional Methodologies for all staff	English Learners Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	August 2026-May 2027	\$0.00	\$12,500.00	\$12,500.00				\$12,500.00	
2	2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	English Learners Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	August 2026-May 2027	\$145,306.00	\$0.00		\$97,776.00		\$47,530.00	\$145,306.00	
2	2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	August 2026-May 2027	\$99,250.00	\$0.00	\$39,700.00	\$59,550.00			\$99,250.00	
2	2.5	English Learner program oversight coordinator & ELPAC assessment support	English Learners			English Learners	All Schools	August 2026-May 2027	\$30,911.00	\$0.00	\$30,911.00				\$30,911.00	
3	3.1	All Staff Integration of MTSS	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$318,000.00	\$0.00		\$318,000.00			\$318,000.00	5.07
3	3.2	College & Career Readiness	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High School 9-12	August 2026-May 2027	\$251,789.00	\$5,000.00	\$172,389.00	\$84,400.00			\$256,789.00	
3	3.3	Family Engagement: Community Engagement Initiative (CEI)	All	No Yes	LEA-wide		All Schools	August 2026-June 2027	\$0.00	\$87,000.00	\$15,000.00		\$72,000.00		\$87,000.00	
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026 - June 2027	\$737,701.00	\$155,000.00	\$102,429.00	\$790,272.00			\$892,701.00	
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	All	No Yes	LEA-wide		All Schools	August 2026-May 2027	\$0.00	\$39,500.00			\$39,500.00		\$39,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Expanded Learning & learning recovery Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026 - June 2027	\$57,850.00	\$14,000.00		\$71,850.00			\$71,850.00	
3	3.7	School safety and wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-June 2027	\$69,608.00	\$0.00	\$62,647.00	\$6,961.00			\$69,608.00	
3	3.8	Mental Health and Socio-emotional supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$154,306.00	\$2,500.00	\$95,806.00		\$61,000.00		\$156,806.00	
3	3.9	Student Services supports and chronic truancy initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$54,374.00	\$0.00	\$54,374.00				\$54,374.00	
3	3.10	Cadre community liaison & attendance support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026 to May 2027								0.62
3	3.11	Youth and Community Programs Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$516,250.00	\$120,000.00		\$636,250.00			\$636,250.00	12.10
4	4.1	Civilian and Military Leadership Integration	All	No Yes	LEA-wide		All Schools	August 2026-June 2027								
4	4.2	Leadership Training Opportunities	All	No Yes	LEA-wide		All Schools	August 2026 - July 2027	\$1,600.00	\$11,200.00	\$12,800.00				\$12,800.00	
4	4.3	Shared and Distributed Leadership	All	No			All Schools	August 2026-June 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5541643	2,128,664	38.412%	0.000%	38.412%	\$1,218,281.00	17.790%	39.774 %	Total:	\$1,218,281.00
								LEA-wide Total:	\$1,096,069.00
								Limited Total:	\$134,712.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,443.00	
1	1.2	Instructional Coaching, Internship and Induction program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,857.00	
1	1.3	Structured Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,788.00	
1	1.4	Math coaching and professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,950.00	
1	1.5	5 extra days of instruction and 4 extra days of professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,307.00	
1	1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Plan and Implement a Career Technical Education Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,079.00	
1	1.8	Math Tutoring case management model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$122,212.00	
2	2.2	English Learner Instructional Methodologies for all staff	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$12,500.00	
2	2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		
2	2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Yes	LEA-wide	English Learners Low Income	All Schools	\$39,700.00	
2	2.5	English Learner program oversight coordinator & ELPAC assessment support			English Learners	All Schools	\$30,911.00	
3	3.1	All Staff Integration of MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		5.07
3	3.2	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,389.00	
3	3.3	Family Engagement: Community Engagement Initiative (CEI)	Yes	LEA-wide		All Schools	\$15,000.00	
3	3.4	Continued expansion and improvement of co-	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$102,429.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		curricular & extra curricular activities			Low Income			
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	Yes	LEA-wide		All Schools		
3	3.6	Expanded Learning & learning recovery Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	School safety and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,647.00	
3	3.8	Mental Health and Socio-emotional supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,806.00	
3	3.9	Student Services supports and chronic truancy initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,374.00	
3	3.10	Cadre community liaison & attendance support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.62
3	3.11	Youth and Community Programs Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		12.10
4	4.1	Civilian and Military Leadership Integration	Yes	LEA-wide		All Schools		
4	4.2	Leadership Training Opportunities	Yes	LEA-wide			\$12,800.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,110,921.00	\$3,938,773.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Yes	\$18,700.00	25642
1	1.2	Instructional Coaching, Internship and Induction program	Yes	\$78,435.00	79821
1	1.3	Structured Reading Intervention Program	Yes	\$110,015.00	123738
1	1.4	Math coaching and professional development	Yes	\$25,706.00	59262
1	1.5	5 extra days of instruction and 4 extra days of professional development	Yes	\$156,307.00	156307
1	1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	Yes	\$97,250.00	35000
1	1.7	Plan and Implement a Career Technical Education Pathway	Yes	\$166,895.00	148474
1	1.8	Math Tutoring case management model	Yes	\$150,000.00	510450
2	2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	Yes	\$145,311.00	132814
2	2.2	English Learner Instructional Methodologies for all staff	Yes	\$5,000.00	5000
2	2.3	Hire additional bilingual paraprofessionals to support core	Yes	\$80,746.00	180143

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		and extended learning & translations services			
2	2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Yes	\$99,815.00	78503
2	2.5	English Learner program oversight coordinator & assessment support		\$26,762.00	35513
3	3.1	Grade Level Team support model	Yes	\$285,828.00	303828
3	3.2	Dual Enrollment/Governor's Baccalaureate Diploma	No Yes	\$254,227.00	187038
3	3.3	Community Engagement Initiative	No Yes	\$70,000.00	70000
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	Yes	\$986,928.00	709085
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	No Yes	\$50,000.00	47000
3	3.6	Expanded Learning & learning recovery Opportunities	Yes	\$70,000.00	70000
3	3.7	School safety and wellness	Yes	\$143,308.00	139406
3	3.8	Mental Health and Socio-emotional supports	Yes	\$12,000.00	0
3	3.9	student services supports and chronic truancy initiative	Yes	\$67,070.00	53902

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Cadre community liaison & attendance support	Yes	84,000	84000
3	3.11	Youth and Community Programs Partnership	Yes	\$685,000.00	685656
4	4.1	Civilian and Military Leadership Integration	No Yes	182,389	
4	4.2	Leadership Training Opportunities	No	\$49,229.00	18191
4	4.3	Shared and Distributed Leadership	No	\$10,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2203771	\$1,014,194.00	\$1,174,634.00	(\$160,440.00)	17.790%	0.000%	-17.790%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Yes	\$18,700.00	25642		
1	1.2	Instructional Coaching, Internship and Induction program	Yes	\$67,348.00	79821		
1	1.3	Structured Reading Intervention Program	Yes	\$83,397.00	123738		
1	1.4	Math coaching and professional development	Yes	\$25,706.00	59262		
1	1.5	5 extra days of instruction and 4 extra days of professional development	Yes	\$156,307.00	156307		
1	1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	Yes	\$97,250.00	35000		
1	1.7	Plan and Implement a Career Technical Education Pathway	Yes	\$103,957.00	148474		
1	1.8	Math Tutoring case management model	Yes				
2	2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	Yes	\$26,725.00	118586		
2	2.2	English Learner Instructional Methodologies for all staff	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	Yes				
2	2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Yes	\$39,826.00	39826		
3	3.1	Grade Level Team support model	Yes	\$3,000.00	3000	5.07	
3	3.2	Dual Enrollment/Governor's Baccalaureate Diploma	Yes	\$98,570.00	98570		
3	3.3	Community Engagement Initiative	Yes	\$0.00	0		
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	Yes	\$111,272.00	116272		
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	Yes				
3	3.6	Expanded Learning & learning recovery Opportunities	Yes				
3	3.7	School safety and wellness	Yes	\$143,308.00	143308		
3	3.8	Mental Health and Socio-emotional supports	Yes	\$12,000.00	0		
3	3.9	student services supports and chronic truancy initiative	Yes	\$26,828.00	26828		
3	3.10	Cadre community liaison & attendance support	Yes			0.62	
3	3.11	Youth and Community Programs Partnership	Yes			12.10	
4	4.1	Civilian and Military Leadership Integration	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	2203771		0.000%	\$1,174,634.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Coversheet

Public Hearing: 2026-2027 Proposed Budget

Section: VII. Items
Item: B. Public Hearing: 2026-2027 Proposed Budget
Purpose: Discuss
Submitted by:
Related Material: OMI-May BOD Meeting Financial Packet-JW-20260515.pdf

BACKGROUND:

Jessika Welcome, our EdTec/Vertex Education Fiscal Services Advising CFO, will present our 2026-2027 budget, including budget attributes, budget assumptions, and multi-year projections.

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the budget as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring a budget on June 11, 2026 suitable for Board approval/adoption.

Oakland Military Institute

Financial Update

JESSIKA WELCOME

MAY 21, 2026





Contents

- **2025-26 Financial Update**

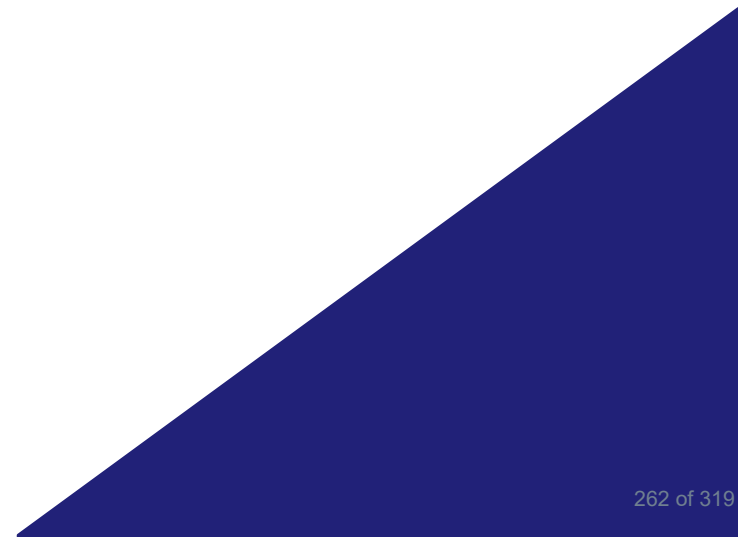
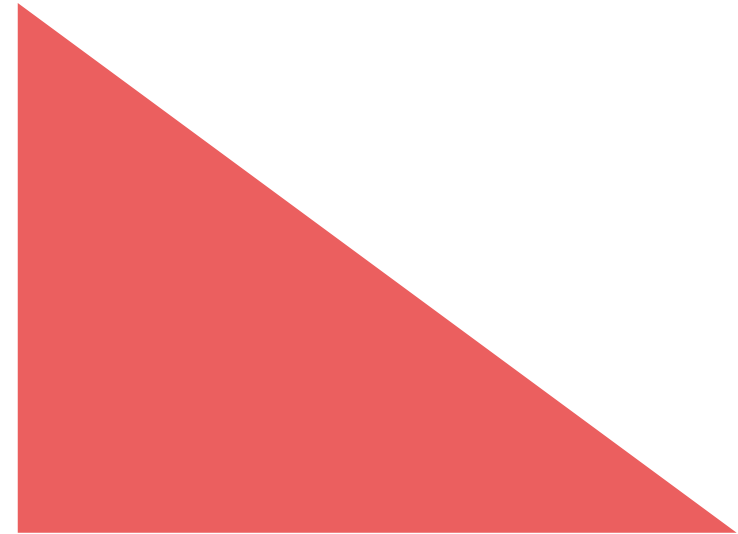
- Forecast Update
- Monthly Cash Balance
- P-2 Attendance Update
- Attendance Percentage by Grade

- **2026-27 Budget Development**

- FY27 State Budget: May Revise
- Budget Draft MYP Revenue Assumptions
- FY26 to FY27 – Staffing Changes
- Budget Draft MYP Expense Assumptions
- Budget Draft MYP
- Summary and Next Steps

- **Exhibits**

- April Financials
- April Cash Flow
- April Balance Sheet
- MYP



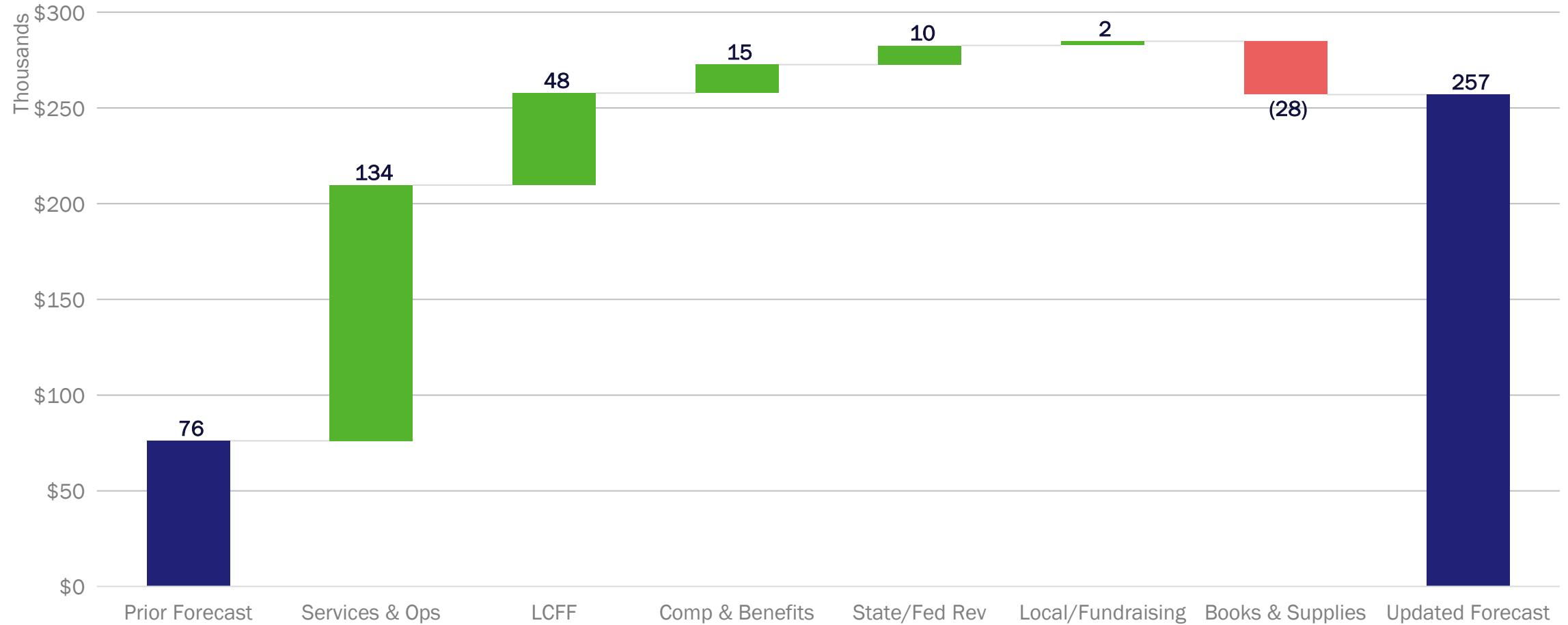
2025-26





2025-26 Forecast Update

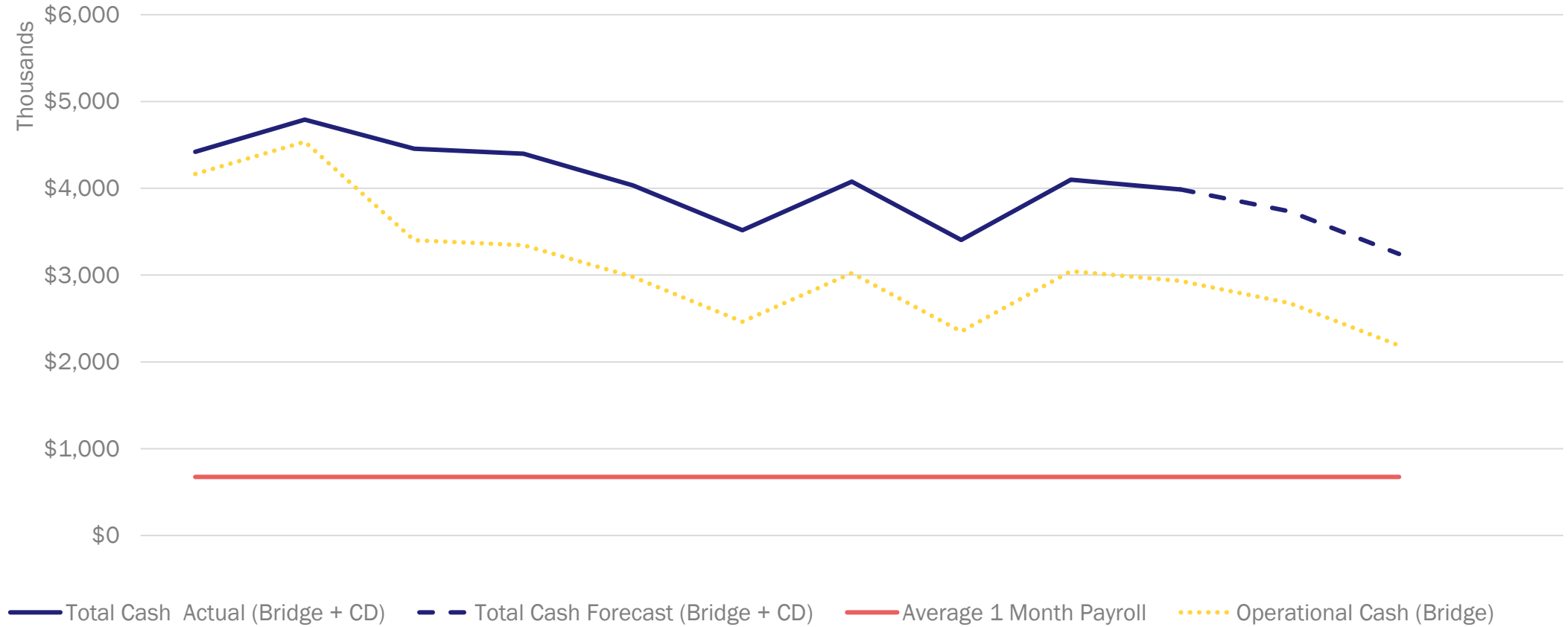
Forecast improves by \$181K since 2nd Interim





2025-26 Monthly Cash Balance

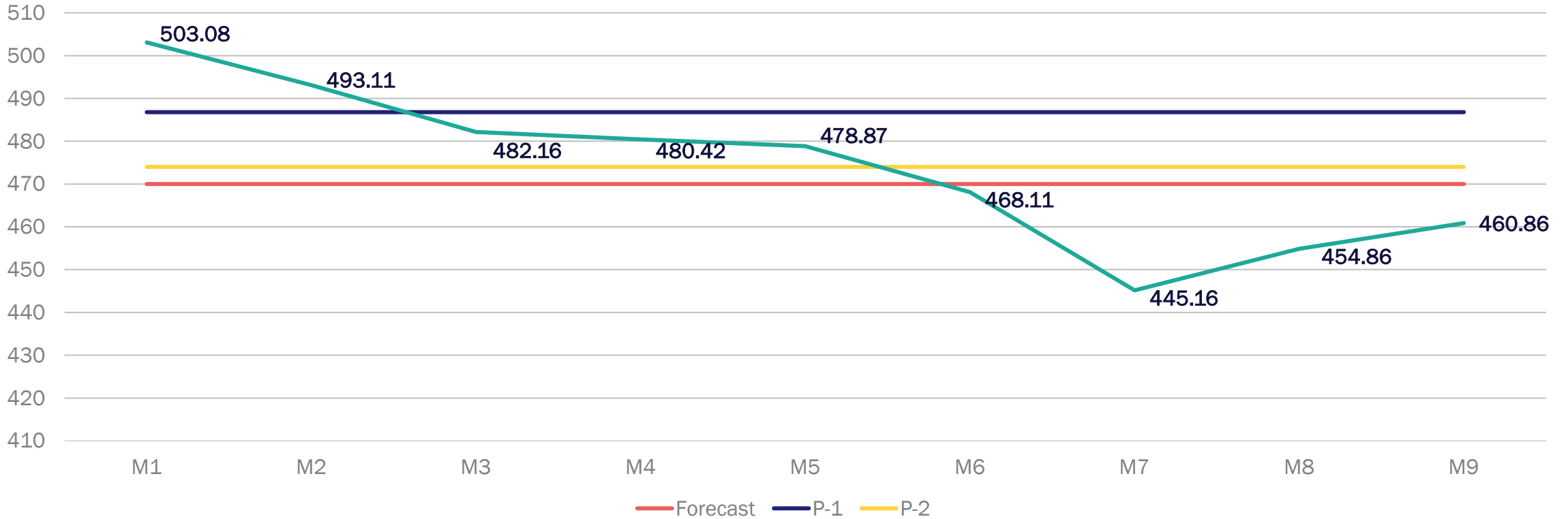
\$1.13M currently held in CDs





P-2 Attendance Update

P-2 ADA of 470 exceeded forecast by 4.0 ADA

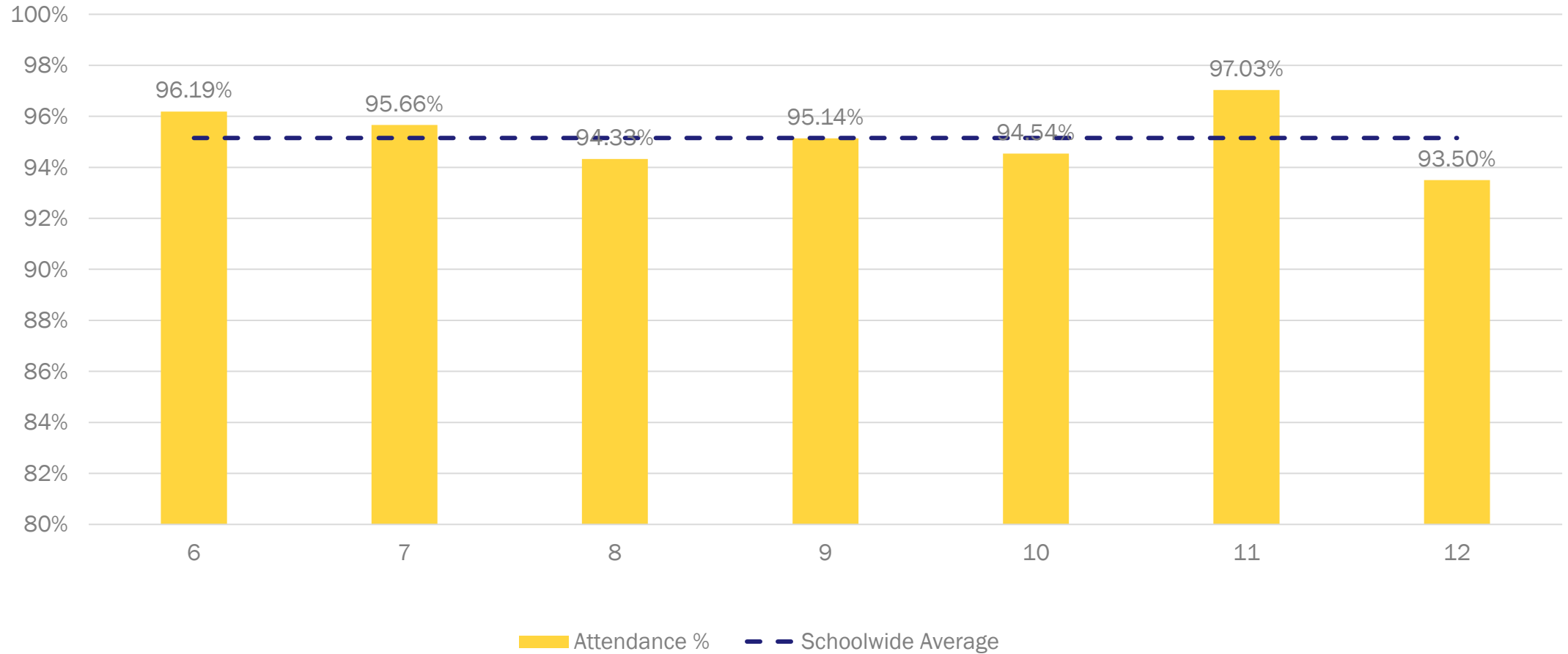


Adds ~\$50K in additional funding



Attendance Percentage by Grade

Schoolwide average attendance at P-2 was 95.15%

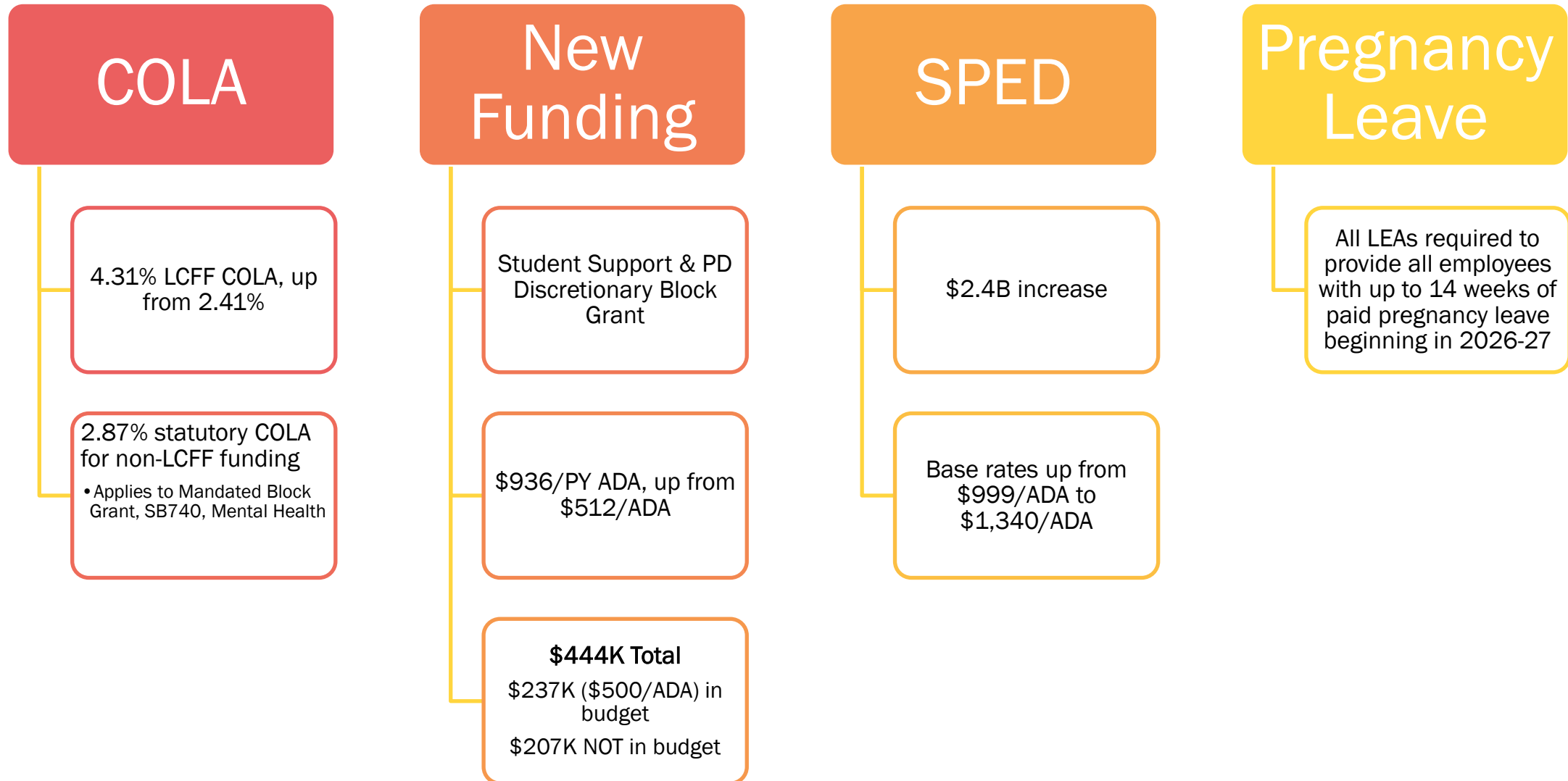


2026-27 Budget Development





FY27 State Budget: May Revise



Budget Draft MYP Revenue Assumptions

Revenue	2026-27	2027-28	2028-29
Enrollment	515	525	550
ADA	94.0%	94.0%	94.0%
LCFF COLA	4.31%	3.06%	3.34%
State SPED	\$1,340/ADA	\$1,340/ADA	\$1,340/ADA
One-time Funds	\$324K	\$0	\$0
<ul style="list-style-type: none"> LREBG SSPDDBG 	\$87K \$237K (\$500/ADA)		
Grants	\$783K	\$390K	\$440K
<ul style="list-style-type: none"> Youth & Community Programs MCEC GSPP Computer Science GSPP Data Science/Climate CTEIG Kitchen Infrastructure FY29 Grant Placeholder 	\$240K \$54K \$210K \$112K \$147K \$20K \$0	\$240K \$0 \$38K \$112K \$0 \$0 \$0	\$240K \$0 \$0 \$0 \$0 \$0 \$200K
Fundraising	\$508K	\$158K	\$158K
<ul style="list-style-type: none"> Marketing/Student Incentives Math Supports Miscellaneous 	\$150K \$350K \$7.5K	\$150K \$0 \$7.5K	\$150K \$0 \$7.5K

FY26 to FY27 – Staffing Changes

Budget Code	Certificated Staff	FY26 FTE	FY27 FTE
1100	Instructional Staff	29.06	30.60 ~+1.5 Increase
1200	Counselors	2.14	2.00
1300	Administrators	4.00	4.00
1000s	TOTAL	35.20	36.60

Budget Code	Classified Staff	FY26 FTE	FY27 FTE
2100	Instructional Aides	4.05	4.00
2200	Support Staff	4.95	5.88 + Campus Monitor
2300	Administrators	3.08	4.00 + Director of Grants/IT
2400	Clerical & Office Staff	4.00	4.00
2900	Math Tutors	8.68	6.50
2000s	TOTAL	24.76	24.38

Budget Draft MYP Expense Assumptions

Expenses	2026-27	2027-28	2028-29
Staffing	<ul style="list-style-type: none"> • 60.98 FTE • 15% benefits increase • Does not include changes to schedules 	<ul style="list-style-type: none"> • 54.48 FTE (no tutors) • 15% benefits increase • Does not include changes to schedules 	<ul style="list-style-type: none"> • 56.48 FTE (+2.0 FTE) • 15% benefits increase • Does not include changes to schedules
Books & Supplies	<ul style="list-style-type: none"> • 3% increases 	<ul style="list-style-type: none"> • 3% increases • \$250K placeholder for curriculum refresh 	<ul style="list-style-type: none"> • 3% increases
Services & Operating Expenses	<ul style="list-style-type: none"> • 3% increases • \$20K kitchen grant expenses • Reduction in SPED contractors 	<ul style="list-style-type: none"> • 3% increases • No kitchen grant expenses 	<ul style="list-style-type: none"> • 3% increases

Budget Draft MYP

		2025-26	2026-27	2027-28	2028-29
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,561,058	8,127,857	8,533,212	9,269,406
	Federal Revenue	675,629	677,941	690,054	701,890
	Other State Revenues	2,298,876	2,635,910	2,152,042	1,866,838
	Local Revenues	434,937	268,937	268,937	268,937
	Fundraising and Grants	984,111	507,500	157,500	157,500
	Total Revenue	11,954,610	12,218,145	11,801,745	12,264,570
Expenses	Compensation and Benefits	7,422,293	7,682,155	7,601,462	8,123,133
	Books and Supplies	823,750	822,546	1,067,951	852,489
	Services and Other Operating Expenditures	3,042,951	2,595,780	2,645,271	2,726,465
	Depreciation	384,827	419,663	402,603	378,485
	Other Outflows & Amortization	23,777	24,490	25,225	25,981
	Total Expenses	11,697,597	11,544,633	11,742,511	12,106,553
	Net Income	257,014	673,512	59,233	158,017
	Beginning Balance (Audited)	12,384,537	12,641,551	13,315,063	13,374,296
	Net Income	257,014	673,512	59,233	158,017
	Ending Fund Balance (incl. Depreciation)	12,641,551	13,315,063	13,374,296	13,532,313
	Ending Fund Balance as % of Expenses	108.1%	115.3%	113.9%	111.8%

Summary and Next Steps

Accomplishments

- Strong P-2 attendance
- Projected net income currently exceeds approved budget
- Math investment a success!

Next Steps

- Decide what (if any) additional May Revise funds to include in budget
 - *Could add up to another \$207K*

Goals & Horizon Issues

- Charter renewal
- 5-Year renewal budget

Exhibits



Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast							
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent	
								Current Forecast	Current Forecast			
SUMMARY												
Revenue												
LCFF Entitlement	377,978	1,149,313	740,776	5,857,007	7,515,493	7,512,500	7,561,058	48,558	45,565	1,704,051	77%	
Federal Revenue	-	25,497	148,650	396,028	738,911	647,589	675,629	28,040	(63,282)	279,601	59%	
Other State Revenues	60,414	266,145	76,126	1,291,179	1,997,182	2,293,085	2,298,876	5,791	301,694	1,007,697	56%	
Local Revenues	3,622	26,216	25,089	268,449	263,073	446,908	434,937	(11,971)	171,864	166,487	62%	
Fundraising and Grants	-	-	-	305,386	220,000	969,972	984,111	14,139	764,111	678,725	31%	
Total Revenue	442,014	1,467,171	990,641	8,118,049	10,734,659	11,870,053	11,954,610	84,557	1,219,951	3,836,561	68%	
Expenses												
Compensation and Benefits	785,397	690,855	682,525	6,395,054	6,613,818	7,437,155	7,422,293	14,862	(808,475)	1,027,239	86%	
Books and Supplies	114,279	57,035	59,551	589,016	839,297	772,103	823,750	(51,647)	15,547	234,734	72%	
Services and Other Operating Expenditures	224,771	191,577	238,681	2,373,057	2,664,045	3,174,282	3,042,951	131,331	(378,906)	669,893	78%	
Depreciation	30,944	30,944	30,944	174,828	400,563	386,633	384,827	1,806	15,736	209,999	45%	
Other Outflows & Amortization	-	-	11,265	22,230	23,777	23,777	23,777	-	-	1,547	93%	
Total Expenses	1,155,391	970,411	1,022,966	9,554,185	10,541,499	11,793,948	11,697,597	96,352	(1,156,098)	2,143,412	82%	
Net Income	(713,377)	496,760	(32,325)	(1,436,136)	193,160	76,105	257,014	180,909	63,853	1,693,150		
Fund Balance												
Beginning Balance (Audited)					11,682,090	12,384,537	12,384,537	-	702,447			
Net Income					193,160	76,105	257,014	180,909	63,853			
Ending Fund Balance					11,875,251	12,460,642	12,641,551	180,909	766,300			
Fund Balance as a % of Expenses						113%	106%	108%	2%	-5%		

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
KEY ASSUMPTIONS											
Enrollment Summary											
4-6					70	70	70	-	-		
7-8					155	155	155	-	-		
9-12					275	275	275	-	-		
Total Enrolled					500	500	500	-	-		
ADA %											
4-6					94.0%	94.0%	85.2%	-8.8%	-8.8%		
7-8					94.0%	94.0%	104.1%	10.1%	10.1%		
9-12					94.0%	94.0%	92.0%	-2.0%	-2.0%		
Average ADA %					94.0%	94.0%	94.8%	0.8%	0.8%		
ADA											
4-6					65.80	65.80	59.61	(6.19)	(6.19)		
7-8					145.70	145.70	161.28	15.58	15.58		
9-12					258.50	258.50	253.11	(5.39)	(5.39)		
Total ADA					470.00	470.00	474.00	4.00	4.00		

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	375,318	417,095	417,095	3,127,802	4,682,515	4,358,811	4,335,275	(23,536)	(347,239)	1,207,473	72%
8012 Education Protection Account Entitlement	-	408,537	-	1,041,321	998,470	1,306,457	1,360,170	53,713	361,700	318,849	77%
8019 State Aid - Prior Years	2,660	-	-	2,660	-	-	2,660	2,660	2,660	-	100%
8096 Charter Schools in Lieu of Property Taxes	-	323,681	323,681	1,685,224	1,834,509	1,847,232	1,862,953	15,721	28,444	177,729	90%
SUBTOTAL - LCFF Entitlement	377,978	1,149,313	740,776	5,857,007	7,515,493	7,512,500	7,561,058	48,558	45,565	1,704,051	77%
Federal Revenue											
8181 Special Education - Entitlement	-	-	-	-	69,745	69,600	77,275	7,675	7,530	77,275	0%
8220 Child Nutrition Programs	-	25,497	27,275	167,100	393,975	309,280	326,310	17,030	(67,665)	159,210	51%
8291 Title I	-	-	83,702	171,367	212,139	205,873	208,922	3,049	(3,217)	37,555	82%
8292 Title II	-	-	17,264	23,018	24,706	23,014	23,300	286	(1,406)	282	99%
8293 Title III	-	-	16,411	20,982	26,441	20,982	20,982	-	(5,459)	-	100%
8294 Title IV	-	-	3,998	10,715	11,905	15,994	15,993	(1)	4,088	5,278	67%
8297 PY Federal - Not Accrued	-	-	-	2,846	-	2,846	2,846	-	2,846	-	100%
SUBTOTAL - Federal Revenue	-	25,497	148,650	396,028	738,911	647,589	675,629	28,040	(63,282)	279,601	59%
Other State Revenue											
8319 Other State Apportionments - Prior Years	-	-	(752)	10,042	-	219,175	203,703	(15,472)	203,703	193,661	5%
8381 Special Education - Entitlement (State	-	83,848	-	320,276	431,239	431,239	434,909	3,670	3,670	114,633	74%
8382 Special Education Reimbursement (State	3,478	4,003	4,003	29,260	37,464	38,640	38,640	-	1,176	9,380	76%
8520 Child Nutrition - State	-	11,585	12,433	75,835	178,602	140,699	147,510	6,811	(31,092)	71,675	51%
8545 School Facilities Apportionments	-	-	-	-	120,124	110,484	110,484	-	(9,640)	110,484	0%
8550 Mandated Cost Reimbursements	-	-	-	18,403	18,123	18,404	18,404	-	281	1	100%
8560 State Lottery Revenue	-	-	39,129	76,720	134,015	133,524	134,660	1,136	645	57,940	57%
8590 All Other State Revenue	35,636	-	-	442,453	688,624	802,753	812,835	10,081	124,210	370,382	54%
8591 Prop 28 Arts & Music in Schools	8,640	8,654	8,654	70,108	86,715	96,000	95,565	(435)	8,850	25,457	73%
8593 ELOP	12,660	12,660	12,660	102,686	140,777	140,667	140,667	(0)	(110)	37,981	73%
8596 ASES	-	145,395	-	145,395	161,500	161,500	161,500	-	-	16,105	90%
SUBTOTAL - Other State Revenue	60,414	266,145	76,126	1,291,179	1,997,182	2,293,085	2,298,876	5,791	301,694	1,007,697	56%
Local Revenue											
8660 Interest	3,572	3,062	3,164	27,223	40,000	30,000	33,000	3,000	(7,000)	5,777	82%
8670 Student Activities	-	(165)	4,398	18,406	10,325	25,189	25,189	-	14,864	6,782	73%
8699 All Other Local Revenue	50	23,319	17,527	207,817	85,000	263,971	249,000	(14,971)	164,000	41,183	83%
8703 Measure G1	-	-	-	15,002	127,748	127,748	127,748	-	-	112,746	12%
SUBTOTAL - Local Revenue	3,622	26,216	25,089	268,449	263,073	446,908	434,937	(11,971)	171,864	166,487	62%
Fundraising and Grants											
8803 Fundraising	-	-	-	305,386	220,000	969,972	984,111	14,139	764,111	678,725	31%
SUBTOTAL - Fundraising and Grants	-	-	-	305,386	220,000	969,972	984,111	14,139	764,111	678,725	31%
TOTAL REVENUE	442,014	1,467,171	990,641	8,118,049	10,734,659	11,870,053	11,954,610	84,557	1,219,951	3,836,561	68%

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100 Teachers Salaries	239,391	242,246	242,740	2,322,835	2,548,513	2,799,614	2,721,563	78,052	(173,049)	398,728	85%
1103 Teacher - Substitute Pay	20,313	23,729	26,685	146,257	277,552	169,747	169,747	-	107,805	23,490	86%
1200 Certificated Pupil Support Salaries	17,713	21,679	21,679	170,029	195,612	200,055	206,301	(6,246)	(10,689)	36,272	82%
1300 Certificated Supervisor & Administrator Salaries	61,880	61,880	61,880	601,780	741,007	712,902	712,902	-	28,105	111,122	84%
SUBTOTAL - Certificated Salaries	339,297	349,534	352,983	3,240,901	3,762,685	3,882,318	3,810,513	71,806	(47,828)	569,612	85%
Classified Salaries											
2100 Classified Instructional Aide Salaries	18,404	21,320	19,274	153,793	129,742	199,461	192,152	7,309	(62,410)	38,360	80%
2200 Classified Support Salaries	27,250	25,658	22,852	221,064	275,096	275,941	275,514	427	(418)	54,450	80%
2300 Classified Supervisor & Administrator Salaries	23,738	23,738	23,738	237,345	347,302	273,882	287,039	(13,158)	60,262	49,694	83%
2400 Classified Clerical & Office Salaries	28,674	28,101	28,914	284,029	177,162	346,093	346,093	-	(168,931)	62,064	82%
2900 Classified Other Salaries	46,248	62,812	55,330	392,976	144,000	408,360	426,810	(18,450)	(282,810)	33,834	92%
SUBTOTAL - Classified Salaries	144,313	161,628	150,108	1,289,206	1,073,302	1,503,736	1,527,609	(23,872)	(454,307)	238,402	84%
Employee Benefits											
3100 STRS	64,777	66,680	66,341	600,879	611,302	672,650	693,126	(20,476)	(81,824)	92,247	87%
3200 PERS	30,041	34,217	31,984	301,162	339,180	385,372	374,508	10,863	(35,328)	73,347	80%
3300 OASDI-Medicare-Alternative	15,659	17,241	16,838	151,561	171,520	193,686	183,373	10,313	(11,853)	31,812	83%
3400 Health & Welfare Benefits	198,086	56,585	59,958	735,753	578,379	708,640	742,940	(34,300)	(164,561)	7,187	99%
3500 Unemployment Insurance	3,689	1,483	824	33,732	24,255	31,506	31,506	-	(7,251)	(2,227)	107%
3600 Workers Comp Insurance	(10,465)	3,488	3,488	41,861	53,196	59,247	58,719	527	(5,523)	16,858	71%
SUBTOTAL - Employee Benefits	301,787	179,693	179,433	1,864,947	1,777,831	2,051,100	2,084,172	(33,072)	(306,340)	219,225	89%
Books & Supplies											
4200 Books & Other Reference Materials	367	-	-	25,252	10,000	25,236	26,236	(1,000)	(16,236)	983	96%
4320 Educational Software	3,351	10	-	62,113	59,154	73,005	71,341	1,664	(12,187)	9,228	87%
4325 Instructional Materials & Supplies	22,820	3,426	404	70,577	50,000	52,948	71,630	(18,682)	(21,630)	1,053	99%
4330 Office Supplies	202	343	2,698	10,029	20,600	17,600	15,000	2,600	5,600	4,971	67%
4352 Graduation	24	-	1,631	1,655	-	9,893	9,893	-	(9,893)	8,239	17%
4410 Classroom Furniture, Equipment & Supplies	89	-	-	245	27,450	27,450	27,450	-	-	27,205	1%
4420 Computers: individual items less than \$5k	3,056	-	-	11,659	112,082	106,219	106,219	-	5,863	94,560	11%
4430 Non Classroom Related Furniture, Equipment & Supplies	372	4,157	399	12,973	6,180	10,789	16,000	(5,211)	(9,820)	3,027	81%
4710 Student Food Services	83,100	39,000	49,400	361,550	525,300	416,146	447,000	(30,854)	78,300	85,450	81%
4720 Other Food	899	10,099	5,019	32,963	28,531	32,818	32,981	(163)	(4,450)	18	100%
SUBTOTAL - Books and Supplies	114,279	57,035	59,551	589,016	839,297	772,103	823,750	(51,647)	15,547	234,734	72%
Services & Other Operating Expenses											
5100 Subagreements for Services	-	-	-	-	150,000	150,000	-	150,000	150,000	-	-
5200 Travel & Conferences	237	213	572	1,884	24,395	24,395	20,000	4,395	4,395	18,116	9%
5300 Dues & Memberships	2,052	202	413	21,369	19,043	19,431	21,129	(1,698)	(2,086)	(240)	101%
5400 Insurance	(42,677)	14,226	14,225	170,706	128,644	170,706	170,706	-	(42,062)	-	100%
5515 Janitorial, Gardening Services & Supplies	10,850	21,700	21,700	142,200	147,893	156,648	156,648	-	(8,755)	14,448	91%
5520 Security	6,527	8,965	8,909	79,442	76,804	91,150	90,526	624	(13,722)	11,084	88%
5535 Utilities - All Utilities	12,206	15,984	17,417	160,412	231,375	192,938	192,938	-	38,437	32,526	83%

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
5605 Equipment Leases	4,437	(2,206)	3,068	17,012	17,568	19,680	19,680	-	(2,112)	2,669	86%
5610 Rent	13,970	13,970	13,970	138,987	164,800	165,930	165,930	-	(1,130)	26,942	84%
5611 Prop 39 Related Costs	32,500	-	-	97,500	142,140	130,000	130,000	-	12,140	32,500	75%
5615 Repairs and Maintenance - Building	12,714	5,466	24,441	163,294	81,145	287,706	292,234	(4,528)	(211,090)	128,940	56%
5618 Repairs & Maintenance - Auto	870	1,177	817	7,125	10,300	7,185	7,185	-	3,115	59	99%
5803 Accounting Fees	643	10,126	13,009	31,827	31,158	29,719	31,827	(2,108)	(670)	-	100%
5809 Banking Fees	10	10	10	108	1,545	961	200	761	1,345	92	54%
5812 Business Services	17,500	17,500	15,062	172,562	205,000	210,000	210,000	-	(5,000)	37,438	82%
5815 Consultants - Instructional	-	-	15,651	198,994	169,000	208,829	208,829	-	(39,829)	9,835	95%
5820 Consultants - Non Instructional - Custom 1	24,908	1,528	23,105	125,023	171,198	172,789	172,789	-	(1,591)	47,766	72%
5824 District Oversight Fees	-	-	-	49,439	77,410	77,379	77,879	(500)	(469)	28,440	63%
5828 Scholarships	-	-	-	750	-	13,648	13,648	-	(13,648)	12,898	5%
5830 Field Trips Expenses	-	410	243	3,874	30,900	19,371	49,371	(30,000)	(18,471)	45,497	8%
5833 Fines and Penalties	-	(55)	-	1,818	1,031	2,000	2,000	-	(969)	182	91%
5836 Fingerprinting	336	420	252	3,852	3,713	3,166	4,000	(834)	(287)	148	96%
5845 Legal Fees	2,558	-	280	114,036	129,960	190,210	190,210	-	(60,250)	76,174	60%
5851 Marketing and Student Recruiting	6,015	14,475	1,960	64,427	20,600	60,990	78,290	(17,300)	(57,690)	13,863	82%
5857 Payroll Fees	1,425	928	2,206	9,125	10,300	9,240	9,240	-	1,060	115	99%
5861 Prior Yr Exp (not accrued)	(2,031)	(610)	-	16,829	-	19,471	19,471	-	(19,471)	2,642	86%
5863 Professional Development	16,171	22,042	5,700	99,359	63,644	124,076	119,076	5,000	(55,431)	19,716	83%
5869 Special Education Contract Instructors	85,929	21,795	33,156	180,100	157,075	188,486	205,200	(16,714)	(48,125)	25,100	88%
5872 Special Education Encroachment	-	3,356	-	12,256	15,620	9,000	17,056	(8,056)	(1,436)	4,800	72%
5874 Sports	3,071	5,825	330	28,006	25,000	25,000	28,500	(3,500)	(3,500)	494	98%
5877 Student Activities	-	1,511	1,834	10,606	18,251	5,000	15,000	(10,000)	3,251	4,394	71%
5878 Student Assessment	-	-	95	12,127	5,546	17,033	17,033	-	(11,487)	4,906	71%
5880 Student Health Services	-	-	3,400	3,400	7,725	8,111	8,111	-	(386)	4,711	42%
5881 Student Information System	-	-	-	5,626	10,000	6,175	6,175	-	3,825	549	91%
5884 Substitutes	4,725	4,410	4,077	25,515	30,900	37,902	32,000	5,902	(1,100)	6,485	80%
5887 Technology Services	590	-	-	33,618	133,022	106,730	45,251	61,479	87,771	11,634	74%
5893 Transportation - Student	115	2,809	4,610	25,904	18,540	28,540	28,540	-	(10,000)	2,636	91%
5898 Bad Debt Expense	-	-	-	11,406	-	11,637	11,637	-	(11,637)	231	98%
5899 Miscellaneous Operating Expenses	557	1,811	417	50,019	23,836	57,503	57,503	-	(33,667)	7,484	87%
5900 Communications	7,443	2,582	7,433	75,049	102,578	109,546	109,638	(92)	(7,061)	34,589	68%
5915 Postage and Delivery	1,120	1,010	319	7,472	6,386	6,000	7,500	(1,500)	(1,114)	28	100%
SUBTOTAL - Services & Other Operating Exp.	224,771	191,577	238,681	2,373,057	2,664,045	3,174,282	3,042,951	131,331	(378,906)	669,893	78%
Capital Outlay & Depreciation											
6900 Depreciation	30,944	30,944	30,944	174,828	400,563	386,633	384,827	1,806	15,736	209,999	45%
SUBTOTAL - Capital Outlay & Depreciation	30,944	30,944	30,944	174,828	400,563	386,633	384,827	1,806	15,736	209,999	45%
Other Outflows & Amortization											
7438 Debt Service - Interest	-	-	10,965	21,930	23,777	23,777	23,777	-	-	1,847	92%
7999 Uncategorized Expense	-	-	300	300	-	-	-	-	-	(300)	
SUBTOTAL - Other Outflows & Amortization	-	-	11,265	22,230	23,777	23,777	23,777	-	-	1,547	93%
TOTAL EXPENSES	1,155,391	970,411	1,022,966	9,554,185	10,541,499	11,793,948	11,697,597	96,352	(1,156,098)	2,143,412	82%

Oakland Military Institute
Monthly Cash Forecast
As of Apr FY2026

	2025-26													Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast	Forecast	
Beginning Cash	3,229,420	4,419,069	4,791,302	4,456,906	4,398,420	4,033,598	3,517,027	4,078,421	3,404,990	4,099,859	3,987,940	3,733,157		
REVENUE														
LCFF Entitlement	-	530,606	668,056	518,471	375,318	518,471	978,017	377,978	1,149,313	740,776	561,655	564,318	7,561,058	578,078
Federal Revenue	-	-	-	40,768	2,786	84,578	93,749	-	25,497	148,650	47,084	32,631	675,629	199,885
Other State Revenue	28,195	281,777	52,576	180,496	88,748	78,628	178,073	60,414	266,145	76,126	264,307	190,324	2,298,876	553,067
Other Local Revenue	904	12,174	6,301	148,441	3,537	20,112	22,053	3,622	26,216	25,089	23,385	80,852	434,937	62,250
Fundraising & Grants	-	150,000	-	1,109	-	4,277	150,000	-	-	-	300,000	378,725	984,111	-
TOTAL REVENUE	29,099	974,557	726,933	889,286	470,389	706,066	1,421,892	442,014	1,467,171	990,641	1,196,432	1,246,849	11,954,610	1,393,280
EXPENSES														
Certificated Salaries	43,786	338,008	357,298	350,573	359,527	396,136	353,758	339,297	349,534	352,983	465,854	103,759	3,810,513	-
Classified Salaries	57,077	108,454	132,888	133,969	131,960	138,116	130,692	144,313	161,628	150,108	134,473	103,929	1,527,609	-
Employee Benefits	168,747	148,246	196,273	185,524	114,261	253,278	137,705	301,787	179,693	179,433	166,091	53,133	2,084,172	-
Books & Supplies	73,532	16,445	27,947	109,846	7,171	113,935	9,276	114,279	57,035	59,551	83,201	77,032	823,750	74,500
Services & Other Operating Expenses	349,748	213,252	315,464	234,422	135,545	291,451	178,146	224,771	191,577	238,681	266,547	402,153	3,042,951	1,194
Capital Outlay & Depreciation	-	-	-	-	-	51,050	30,944	30,944	30,944	30,944	177,930	32,069	384,827	-
Other Outflows	-	-	-	10,965	-	-	-	-	-	11,265	(3,283)	1,673	23,777	3,156
TOTAL EXPENSES	692,889	824,405	1,029,869	1,025,299	748,464	1,243,966	840,523	1,155,391	970,411	1,022,966	1,290,813	773,748	11,697,597	78,850
Operating Cash Inflow (Outflow)	(663,790)	150,152	(302,936)	(136,014)	(278,075)	(537,900)	581,369	(713,377)	496,760	(32,325)	(94,382)	473,101	257,014	1,314,430
Accounts Receivable	1,673,590	220,203	34,231	72,145	17,241	22,275	24,836	(23,897)	22,764	2,707	29,876	-	-	-
Other Current Assets	149,310	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	962	30,944	15,155	9,996	17,714	38,898	32,069	-	-
Accounts Payable	(71,015)	(20,654)	(21,766)	(38,878)	(39,911)	(38,452)	(33,141)	46,307	(100,477)	(38,291)	(139,280)	-	-	-
Other Current Liabilities	(42,297)	22,532	(43,926)	44,260	(64,077)	36,543	(42,613)	2,381	(11,041)	(2,899)	(37,782)	-	-	-
Deferred Revenue	143,851	-	-	-	-	-	-	-	276,866	-	(57,074)	(989,826)	-	-
Loans Payable (Long-Term)	-	-	-	-	-	-	-	-	-	(58,826)	4,961	(4,946)	-	-
Ending Cash	4,419,069	4,791,302	4,456,906	4,398,420	4,033,598	3,517,027	4,078,421	3,404,990	4,099,859	3,987,940	3,733,157	3,243,555		

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

	Jun FY25	Apr FY26	Projected Jun FY26
ASSETS			
Cash Balance	3,229,420	3,987,940	3,243,555
Accounts Receivable	2,180,283	114,193	1,477,597
Other Current Assets	157,596	8,286	8,286
Fixed Assets	9,185,286	9,110,514	9,039,548
ROU Assets	1,017,458	1,017,458	1,017,458
TOTAL ASSETS	15,770,044	14,238,391	14,786,444
LIABILITIES & EQUITY			
Accounts Payable	495,556	139,280	78,850
Other Current Liabilities	138,918	37,782	-
Loans Payable (Current)	92,037	92,037	-
ROU Current Liabilities	-	-	92,037
Deferred Revenue	626,183	1,046,900	-
Loans Payable (Long-Term)	1,096,478	1,037,652	1,037,668
ROU Long-Term Liabilities	936,338	936,338	936,338
Beginning Net Assets	12,348,153	12,384,537	12,384,537
Net Income (Loss) to Date	36,379	(1,436,136)	257,014
TOTAL LIABILITIES & EQUITY	15,770,044	14,238,391	14,786,444

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
SUMMARY				
Revenue				
LCFF Entitlement	7,561,058	8,127,857	8,533,212	9,269,406
Federal Revenue	675,629	677,941	690,054	701,890
Other State Revenues	2,298,876	2,635,910	2,152,042	1,866,838
Local Revenues	434,937	268,937	268,937	268,937
Fundraising and Grants	984,111	507,500	157,500	157,500
Total Revenue	11,954,610	12,218,145	11,801,745	12,264,570
Expenses				
Compensation and Benefits	7,422,293	7,682,155	7,601,462	8,123,133
Books and Supplies	823,750	822,546	1,067,951	852,489
Services and Other Operating Expenditures	3,042,951	2,595,780	2,645,271	2,726,465
Depreciation	384,827	419,663	402,603	378,485
Other Outflows & Amortization	23,777	24,490	25,225	25,981
Total Expenses	11,697,597	11,544,633	11,742,511	12,106,553
Net Income	257,014	673,512	59,233	158,017
Fund Balance				
Beginning Balance (Unaudited)	12,384,537	12,641,551	13,315,063	13,374,296
Audit Adjustment				
Beginning Balance (Audited)	12,384,537	12,641,551	13,315,063	13,374,296
Net Income	257,014	673,512	59,233	158,017
Ending Fund Balance	12,641,551	13,315,063	13,374,296	13,532,313
Total Revenue Per ADA	25,221	25,239	23,914	23,723
Total Expenses Per ADA	24,678	23,848	23,794	23,417
Net Income Per ADA	542	1,391	120	306
Fund Balance as a % of Expenses	108%	115%	114%	112%

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
Key Assumptions				
Enrollment Breakdown				
6	70	65	70	70
7	70	65	70	70
8	85	80	75	75
9	80	110	90	100
10	77	75	90	95
11	64	65	70	75
12	54	55	60	65
Total Enrolled	500	515	525	550
ADA %				
4-6	85.2%	94.0%	94.0%	94.0%
7-8	104.1%	94.0%	94.0%	94.0%
9-12	92.0%	94.0%	94.0%	94.0%
Average ADA %	94.8%	94.0%	94.0%	94.0%
ADA				
4-6	60	61	66	66
7-8	161	136	136	136
9-12	253	287	291	315
Total ADA	474	484	494	517

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	4,335,275	4,796,187	5,092,273	5,612,080
8012 Education Protection Account Entitlement	1,360,170	1,429,021	1,501,345	1,625,371
8019 State Aid - Prior Years	2,660	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,862,953	1,902,649	1,939,593	2,031,955
SUBTOTAL - LCFF Entitlement	7,561,058	8,127,857	8,533,212	9,269,406
Federal Revenue				
8181 Special Education - Entitlement	77,275	72,645	74,675	76,125
8220 Child Nutrition Programs	326,310	336,099	346,182	356,568
8291 Title I	208,922	208,922	208,922	208,922
8292 Title II	23,300	23,300	23,300	23,300
8293 Title III	20,982	20,982	20,982	20,982
8294 Title IV	15,993	15,993	15,993	15,993
8297 PY Federal - Not Accrued	2,846	-	-	-
SUBTOTAL - Federal Revenue	675,629	677,941	690,054	701,890
Other State Revenue				
8319 Other State Apportionments - Prior Years	203,703	107,346	-	-
8381 Special Education - Entitlement (State)	434,909	648,694	661,290	692,780
8382 Special Education Reimbursement (State)	38,640	42,204	44,340	48,003
8520 Child Nutrition - State	147,510	151,935	156,493	161,188
8545 School Facilities Apportionments	110,484	113,655	117,133	121,045
8550 Mandated Cost Reimbursements	18,404	19,819	21,988	23,128
8560 State Lottery Revenue	134,660	137,529	140,200	146,876
8590 All Other State Revenue	812,835	1,010,304	600,345	250,000
8591 Prop 28 Arts & Music in Schools	95,565	99,604	102,353	104,353
8593 ELOP	140,667	150,797	153,877	165,443
8596 ASES	161,500	154,022	154,022	154,022
SUBTOTAL - Other State Revenue	2,298,876	2,635,910	2,152,042	1,866,838
Local Revenue				
8660 Interest	33,000	36,000	36,000	36,000
8670 Student Activities	25,189	25,189	25,189	25,189
8699 All Other Local Revenue	249,000	80,000	80,000	80,000
8703 Measure G1	127,748	127,748	127,748	127,748
SUBTOTAL - Local Revenue	434,937	268,937	268,937	268,937
Fundraising and Grants				
8803 Fundraising	984,111	507,500	157,500	157,500
SUBTOTAL - Fundraising and Grants	984,111	507,500	157,500	157,500
TOTAL REVENUE	11,954,610	12,218,145	11,801,745	12,264,570

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries	2,721,563	2,852,581	2,911,597	3,159,059
1103 Teacher - Substitute Pay	169,747	102,505	105,580	108,747
1200 Certificated Pupil Support Salaries	206,301	189,159	194,920	200,768
1300 Certificated Supervisor & Administrator Salaries	712,902	740,357	750,681	755,775
SUBTOTAL - Certificated Salaries	3,810,513	3,884,602	3,962,778	4,224,350
Classified Salaries				
2100 Classified Instructional Aide Salaries	192,152	169,142	171,560	175,191
2200 Classified Support Salaries	275,514	324,324	329,058	332,238
2300 Classified Supervisor & Administrator Salaries	287,039	452,647	462,908	474,273
2400 Classified Clerical & Office Salaries	346,093	354,693	366,381	374,545
2900 Classified Other Salaries	426,810	317,351	-	-
SUBTOTAL - Classified Salaries	1,527,609	1,618,157	1,329,907	1,356,248
Employee Benefits				
3100 STRS	693,126	729,701	744,265	793,846
3200 PERS	374,508	324,451	336,995	332,330
3300 OASDI-Medicare-Alternative	183,373	184,095	163,297	169,227
3400 Health & Welfare Benefits	742,940	851,733	980,644	1,159,506
3500 Unemployment Insurance	31,506	28,886	25,358	26,240
3600 Workers Comp Insurance	58,719	60,530	58,220	61,387
SUBTOTAL - Employee Benefits	2,084,172	2,179,396	2,308,778	2,542,535
Books & Supplies				
4200 Books & Other Reference Materials	26,236	27,023	27,833	28,668
4320 Educational Software	71,341	61,692	304,872	66,518
4325 Instructional Materials & Supplies	71,630	50,470	51,984	53,544
4330 Office Supplies	15,000	15,450	15,914	16,391
4352 Graduation	9,893	10,190	10,496	10,811
4410 Classroom Furniture, Equipment & Supplies	27,450	50,000	30,900	31,827
4420 Computers: individual items less than \$5k	106,219	95,877	98,753	101,716
4430 Non Classroom Related Furniture, Equipment & Supplies	16,000	16,480	16,974	17,484
4710 Student Food Services	447,000	460,410	474,222	488,449
4720 Other Food	32,981	34,954	36,002	37,082
SUBTOTAL - Books and Supplies	823,750	822,546	1,067,951	852,489
Services & Other Operating Expenses				
5100 Subagreements for Services	-	100,000	103,000	106,090
5200 Travel & Conferences	20,000	26,000	26,780	27,583
5300 Dues & Memberships	21,129	19,397	19,979	20,578
5400 Insurance	170,706	175,827	181,102	186,535
5515 Janitorial, Gardening Services & Supplies	156,648	161,347	166,187	171,173
5520 Security	90,526	93,242	96,040	98,921
5535 Utilities - All Utilities	192,938	196,446	202,340	208,410
5605 Equipment Leases	19,680	20,271	20,879	21,505
5610 Rent	165,930	170,908	176,035	181,316
5611 Prop 39 Related Costs	130,000	133,900	137,917	142,055
5615 Repairs and Maintenance - Building	292,234	222,850	208,324	214,574

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
5618 Repairs & Maintenance - Auto	7,185	7,400	7,622	7,851
5803 Accounting Fees	31,827	32,782	33,765	34,778
5809 Banking Fees	200	206	212	219
5812 Business Services	210,000	215,000	215,000	215,000
5815 Consultants - Instructional	208,829	134,882	138,929	143,097
5820 Consultants - Non Instructional - Custom 1	172,789	25,000	25,750	26,523
5824 District Oversight Fees	77,879	86,228	93,245	104,328
5828 Scholarships	13,648	14,057	14,479	14,913
5830 Field Trips Expenses	49,371	20,000	15,450	15,914
5833 Fines and Penalties	2,000	2,060	2,122	2,185
5836 Fingerprinting	4,000	4,120	4,244	4,371
5845 Legal Fees	190,210	101,156	104,191	107,317
5851 Marketing and Student Recruiting	78,290	109,070	112,342	115,712
5857 Payroll Fees	9,240	9,517	9,803	10,097
5861 Prior Yr Exp (not accrued)	19,471	-	-	-
5863 Professional Development	119,076	37,695	38,826	39,991
5869 Special Education Contract Instructors	205,200	110,000	113,300	116,699
5872 Special Education Encroachment	17,056	17,568	18,095	18,638
5874 Sports	28,500	29,355	30,236	31,143
5877 Student Activities	15,000	15,450	15,914	16,391
5878 Student Assessment	17,033	17,544	18,070	18,612
5880 Student Health Services	8,111	8,355	8,605	8,863
5881 Student Information System	6,175	6,360	6,551	6,748
5884 Substitutes	32,000	32,960	33,949	34,967
5887 Technology Services	45,251	46,609	48,007	49,447
5893 Transportation - Student	28,540	29,396	30,278	31,186
5898 Bad Debt Expense	11,637	11,986	12,345	12,716
5899 Miscellaneous Operating Expenses	57,503	59,228	61,005	62,835
5900 Communications	109,638	83,882	86,398	88,990
5915 Postage and Delivery	7,500	7,725	7,957	8,195
SUBTOTAL - Services & Other Operating Exp.	3,042,951	2,595,780	2,645,271	2,726,465
Depreciation Expense				
6900 Depreciation	384,827	419,663	402,603	378,485
SUBTOTAL - Depreciation Expense	384,827	419,663	402,603	378,485
Other Outflows & Amortization				
7438 Debt Service - Interest	23,777	24,490	25,225	25,981
SUBTOTAL - Other Outflows & Amortization	23,777	24,490	25,225	25,981
TOTAL EXPENSES	11,697,597	11,544,633	11,742,511	12,106,553

Coversheet

Financial Update

Section: VII. Items
Item: C. Financial Update
Purpose:
Submitted by:
Related Material: OMI-May BOD Meeting Financial Packet-JW-20260515.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

MAY 21, 2026





Contents

- **2025-26 Financial Update**

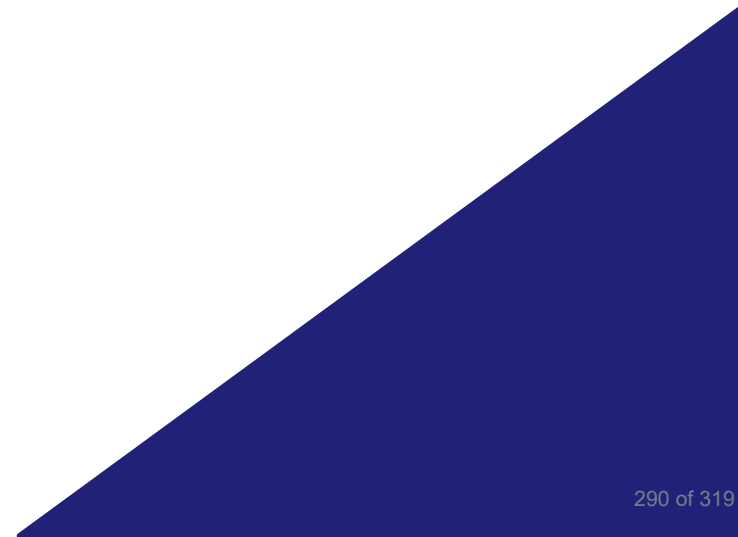
- Forecast Update
- Monthly Cash Balance
- P-2 Attendance Update
- Attendance Percentage by Grade

- **2026-27 Budget Development**

- FY27 State Budget: May Revise
- Budget Draft MYP Revenue Assumptions
- FY26 to FY27 – Staffing Changes
- Budget Draft MYP Expense Assumptions
- Budget Draft MYP
- Summary and Next Steps

- **Exhibits**

- April Financials
- April Cash Flow
- April Balance Sheet
- MYP



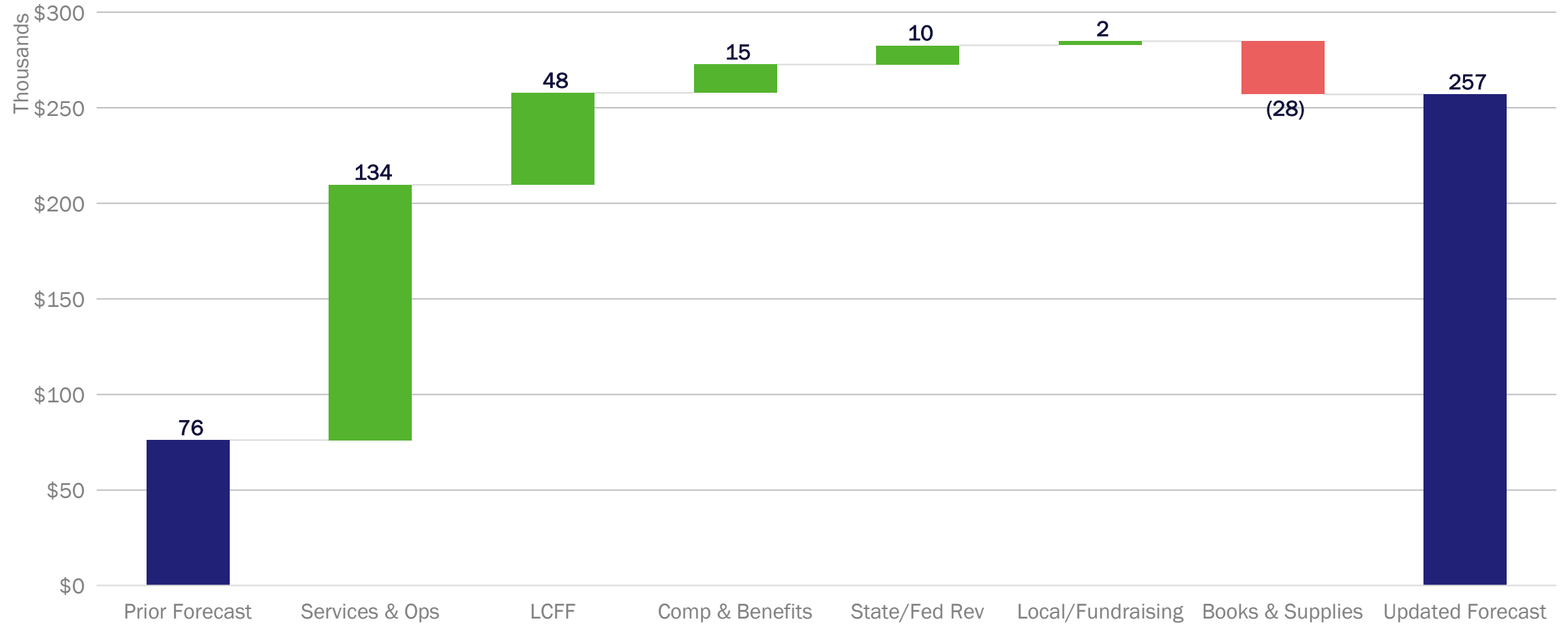
2025-26





2025-26 Forecast Update

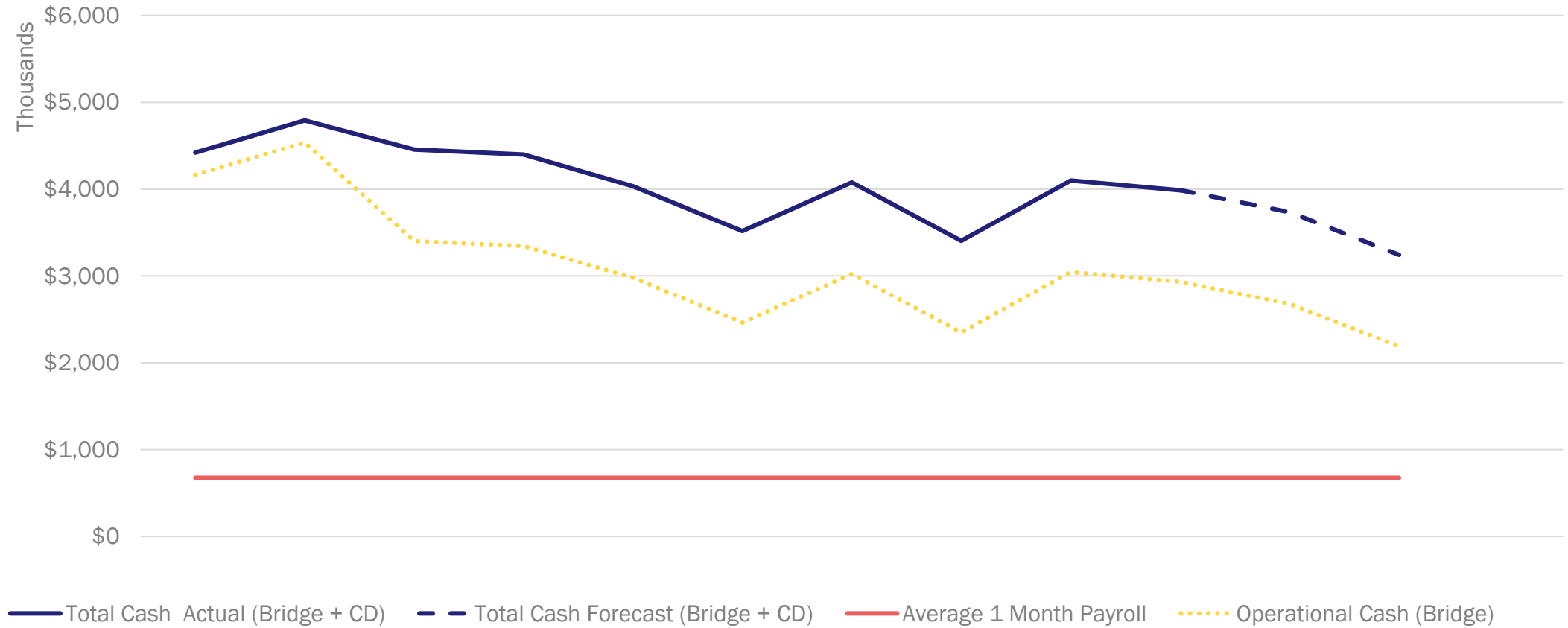
Forecast improves by \$181K since 2nd Interim





2025-26 Monthly Cash Balance

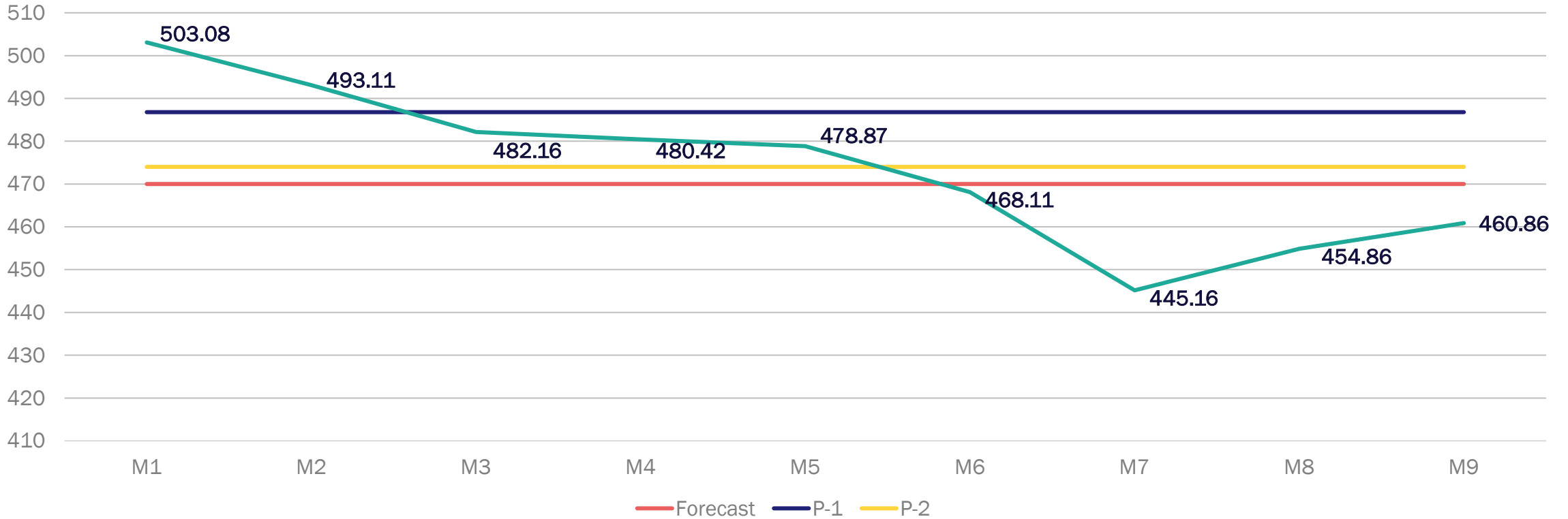
\$1.13M currently held in CDs





P-2 Attendance Update

P-2 ADA of 470 exceeded forecast by 4.0 ADA

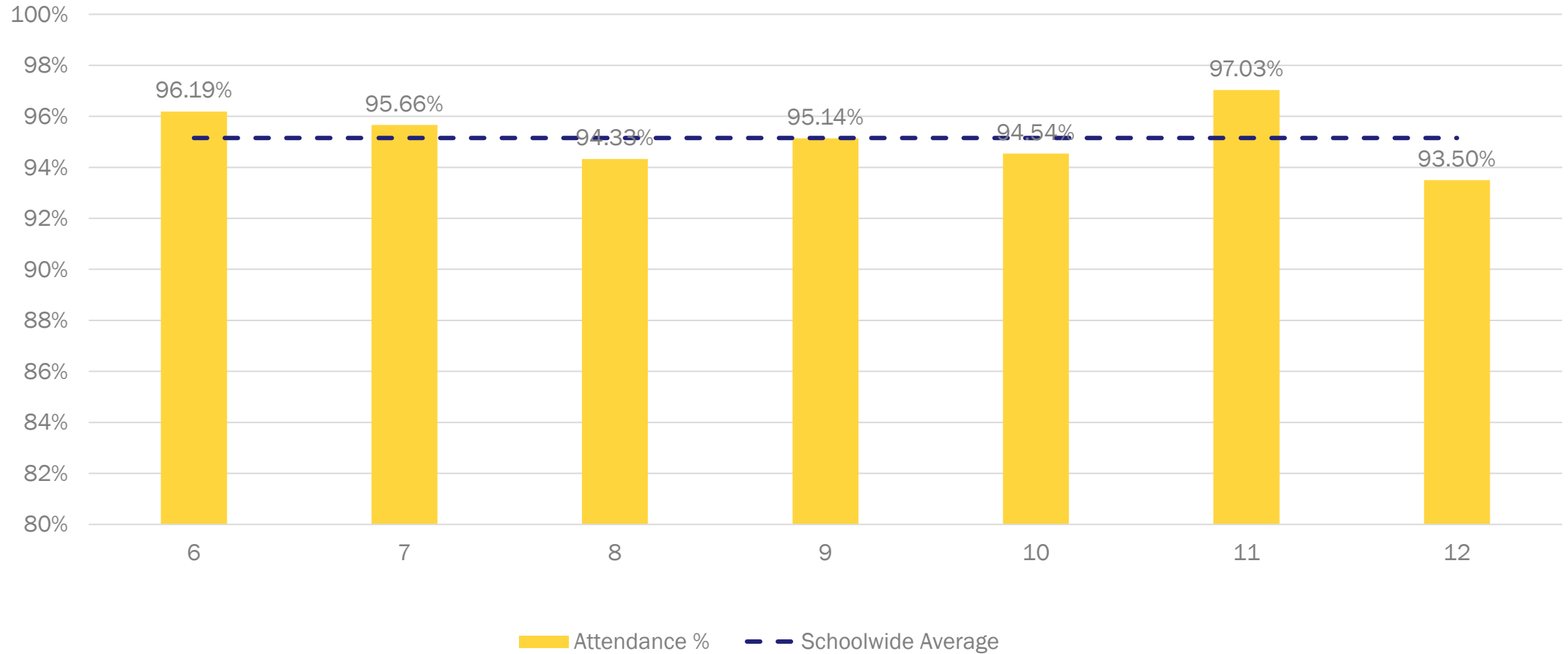


Adds ~\$50K in additional funding



Attendance Percentage by Grade

Schoolwide average attendance at P-2 was 95.15%

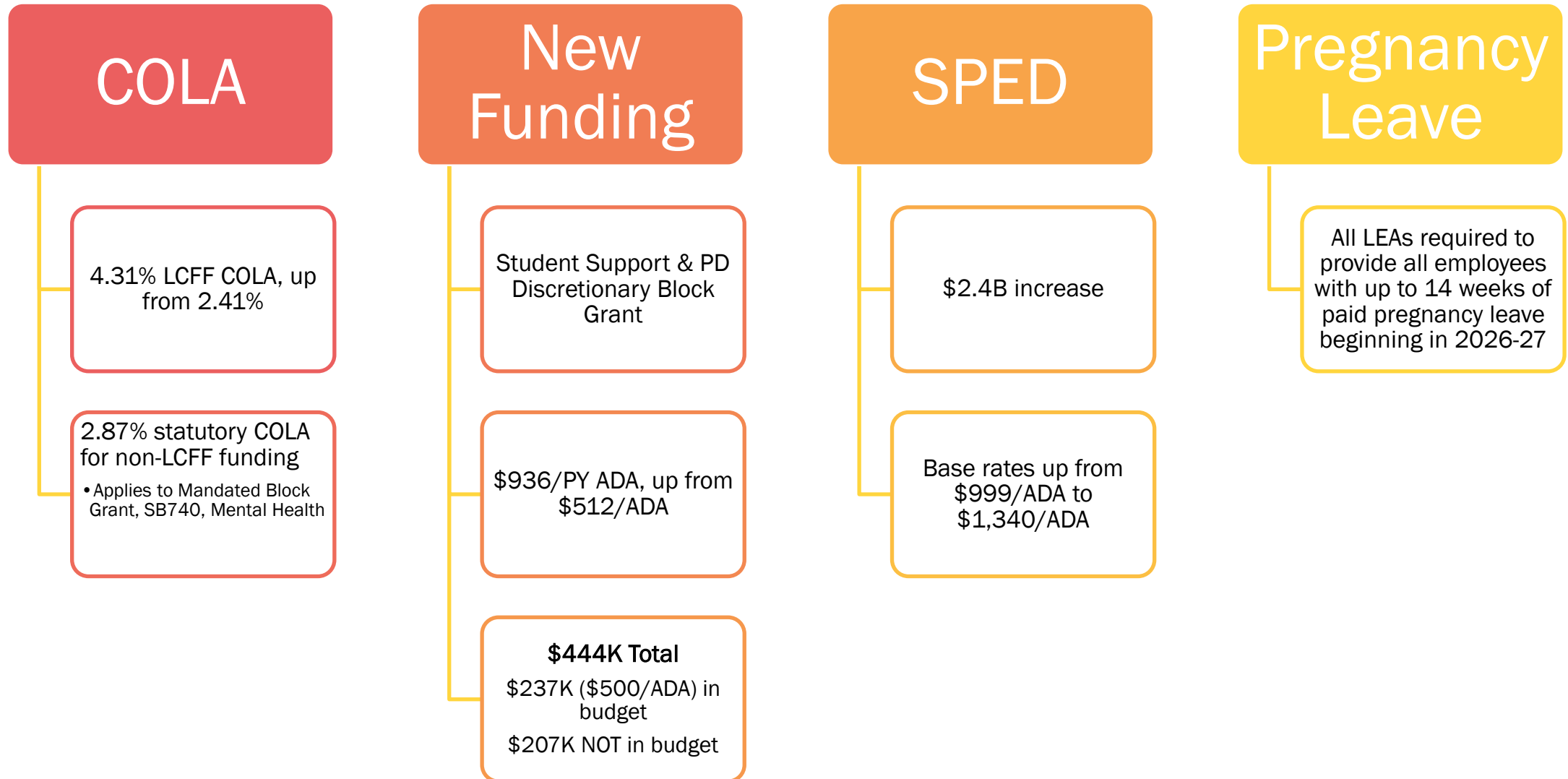


2026-27 Budget Development





FY27 State Budget: May Revise



Budget Draft MYP Revenue Assumptions

Revenue	2026-27	2027-28	2028-29
Enrollment	515	525	550
ADA	94.0%	94.0%	94.0%
LCFF COLA	4.31%	3.06%	3.34%
State SPED	\$1,340/ADA	\$1,340/ADA	\$1,340/ADA
One-time Funds <ul style="list-style-type: none"> LREBG SSPDDBG 	\$324K \$87K \$237K (\$500/ADA)	\$0	\$0
Grants <ul style="list-style-type: none"> Youth & Community Programs MCEC GSPP Computer Science GSPP Data Science/Climate CTEIG Kitchen Infrastructure FY29 Grant Placeholder 	\$783K \$240K \$54K \$210K \$112K \$147K \$20K \$0	\$390K \$240K \$0 \$38K \$112K \$0 \$0 \$0 \$0	\$440K \$240K \$0 \$0 \$0 \$0 \$0 \$200K
Fundraising <ul style="list-style-type: none"> Marketing/Student Incentives Math Supports Miscellaneous 	\$508K \$150K \$350K \$7.5K	\$158K \$150K \$0 \$7.5K	\$158K \$150K \$0 \$7.5K

FY26 to FY27 – Staffing Changes

Budget Code	Certificated Staff	FY26 FTE	FY27 FTE
1100	Instructional Staff	29.06	30.60 ~+1.5 Increase
1200	Counselors	2.14	2.00
1300	Administrators	4.00	4.00
1000s	TOTAL	35.20	36.60

Budget Code	Classified Staff	FY26 FTE	FY27 FTE
2100	Instructional Aides	4.05	4.00
2200	Support Staff	4.95	5.88 + Campus Monitor
2300	Administrators	3.08	4.00 + Director of Grants/IT
2400	Clerical & Office Staff	4.00	4.00
2900	Math Tutors	8.68	6.50
2000s	TOTAL	24.76	24.38

Budget Draft MYP Expense Assumptions

Expenses	2026-27	2027-28	2028-29
Staffing	<ul style="list-style-type: none"> 60.98 FTE 15% benefits increase Does not include changes to schedules 	<ul style="list-style-type: none"> 54.48 FTE (no tutors) 15% benefits increase Does not include changes to schedules 	<ul style="list-style-type: none"> 56.48 FTE (+2.0 FTE) 15% benefits increase Does not include changes to schedules
Books & Supplies	<ul style="list-style-type: none"> 3% increases 	<ul style="list-style-type: none"> 3% increases \$250K placeholder for curriculum refresh 	<ul style="list-style-type: none"> 3% increases
Services & Operating Expenses	<ul style="list-style-type: none"> 3% increases \$20K kitchen grant expenses Reduction in SPED contractors 	<ul style="list-style-type: none"> 3% increases No kitchen grant expenses 	<ul style="list-style-type: none"> 3% increases

Budget Draft MYP

		2025-26	2026-27	2027-28	2028-29
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,561,058	8,127,857	8,533,212	9,269,406
	Federal Revenue	675,629	677,941	690,054	701,890
	Other State Revenues	2,298,876	2,635,910	2,152,042	1,866,838
	Local Revenues	434,937	268,937	268,937	268,937
	Fundraising and Grants	984,111	507,500	157,500	157,500
	Total Revenue	11,954,610	12,218,145	11,801,745	12,264,570
Expenses	Compensation and Benefits	7,422,293	7,682,155	7,601,462	8,123,133
	Books and Supplies	823,750	822,546	1,067,951	852,489
	Services and Other Operating Expenditures	3,042,951	2,595,780	2,645,271	2,726,465
	Depreciation	384,827	419,663	402,603	378,485
	Other Outflows & Amortization	23,777	24,490	25,225	25,981
	Total Expenses	11,697,597	11,544,633	11,742,511	12,106,553
	Net Income	257,014	673,512	59,233	158,017
	Beginning Balance (Audited)	12,384,537	12,641,551	13,315,063	13,374,296
	Net Income	257,014	673,512	59,233	158,017
	Ending Fund Balance (incl. Depreciation)	12,641,551	13,315,063	13,374,296	13,532,313
	Ending Fund Balance as % of Expenses	108.1%	115.3%	113.9%	111.8%

Summary and Next Steps

Accomplishments

- Strong P-2 attendance
- Projected net income currently exceeds approved budget
- Math investment a success!

Next Steps

- Decide what (if any) additional May Revise funds to include in budget
 - *Could add up to another \$207K*

Goals & Horizon Issues

- Charter renewal
- 5-Year renewal budget

Exhibits



Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
SUMMARY											
Revenue											
LCFF Entitlement	377,978	1,149,313	740,776	5,857,007	7,515,493	7,512,500	7,561,058	48,558	45,565	1,704,051	77%
Federal Revenue	-	25,497	148,650	396,028	738,911	647,589	675,629	28,040	(63,282)	279,601	59%
Other State Revenues	60,414	266,145	76,126	1,291,179	1,997,182	2,293,085	2,298,876	5,791	301,694	1,007,697	56%
Local Revenues	3,622	26,216	25,089	268,449	263,073	446,908	434,937	(11,971)	171,864	166,487	62%
Fundraising and Grants	-	-	-	305,386	220,000	969,972	984,111	14,139	764,111	678,725	31%
Total Revenue	442,014	1,467,171	990,641	8,118,049	10,734,659	11,870,053	11,954,610	84,557	1,219,951	3,836,561	68%
Expenses											
Compensation and Benefits	785,397	690,855	682,525	6,395,054	6,613,818	7,437,155	7,422,293	14,862	(808,475)	1,027,239	86%
Books and Supplies	114,279	57,035	59,551	589,016	839,297	772,103	823,750	(51,647)	15,547	234,734	72%
Services and Other Operating Expenditures	224,771	191,577	238,681	2,373,057	2,664,045	3,174,282	3,042,951	131,331	(378,906)	669,893	78%
Depreciation	30,944	30,944	30,944	174,828	400,563	386,633	384,827	1,806	15,736	209,999	45%
Other Outflows & Amortization	-	-	11,265	22,230	23,777	23,777	23,777	-	-	1,547	93%
Total Expenses	1,155,391	970,411	1,022,966	9,554,185	10,541,499	11,793,948	11,697,597	96,352	(1,156,098)	2,143,412	82%
Net Income	(713,377)	496,760	(32,325)	(1,436,136)	193,160	76,105	257,014	180,909	63,853	1,693,150	
Fund Balance											
Beginning Balance (Audited)					11,682,090	12,384,537	12,384,537	-	702,447		
Net Income					193,160	76,105	257,014	180,909	63,853		
Ending Fund Balance					11,875,251	12,460,642	12,641,551	180,909	766,300		
Fund Balance as a % of Expenses					113%	106%	108%	2%	-5%		

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
KEY ASSUMPTIONS											
Enrollment Summary											
4-6					70	70	70	-	-		
7-8					155	155	155	-	-		
9-12					275	275	275	-	-		
Total Enrolled					500	500	500	-	-		
ADA %											
4-6					94.0%	94.0%	85.2%	-8.8%	-8.8%		
7-8					94.0%	94.0%	104.1%	10.1%	10.1%		
9-12					94.0%	94.0%	92.0%	-2.0%	-2.0%		
Average ADA %					94.0%	94.0%	94.8%	0.8%	0.8%		
ADA											
4-6					65.80	65.80	59.61	(6.19)	(6.19)		
7-8					145.70	145.70	161.28	15.58	15.58		
9-12					258.50	258.50	253.11	(5.39)	(5.39)		
Total ADA					470.00	470.00	474.00	4.00	4.00		

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	375,318	417,095	417,095	3,127,802	4,682,515	4,358,811	4,335,275	(23,536)	(347,239)	1,207,473	72%
8012 Education Protection Account Entitlement	-	408,537	-	1,041,321	998,470	1,306,457	1,360,170	53,713	361,700	318,849	77%
8019 State Aid - Prior Years	2,660	-	-	2,660	-	-	2,660	2,660	2,660	-	100%
8096 Charter Schools in Lieu of Property Taxes	-	323,681	323,681	1,685,224	1,834,509	1,847,232	1,862,953	15,721	28,444	177,729	90%
SUBTOTAL - LCFF Entitlement	377,978	1,149,313	740,776	5,857,007	7,515,493	7,512,500	7,561,058	48,558	45,565	1,704,051	77%
Federal Revenue											
8181 Special Education - Entitlement	-	-	-	-	69,745	69,600	77,275	7,675	7,530	77,275	0%
8220 Child Nutrition Programs	-	25,497	27,275	167,100	393,975	309,280	326,310	17,030	(67,665)	159,210	51%
8291 Title I	-	-	83,702	171,367	212,139	205,873	208,922	3,049	(3,217)	37,555	82%
8292 Title II	-	-	17,264	23,018	24,706	23,014	23,300	286	(1,406)	282	99%
8293 Title III	-	-	16,411	20,982	26,441	20,982	20,982	-	(5,459)	-	100%
8294 Title IV	-	-	3,998	10,715	11,905	15,994	15,993	(1)	4,088	5,278	67%
8297 PY Federal - Not Accrued	-	-	-	2,846	-	2,846	2,846	-	2,846	-	100%
SUBTOTAL - Federal Revenue	-	25,497	148,650	396,028	738,911	647,589	675,629	28,040	(63,282)	279,601	59%
Other State Revenue											
8319 Other State Apportionments - Prior Years	-	-	(752)	10,042	-	219,175	203,703	(15,472)	203,703	193,661	5%
8381 Special Education - Entitlement (State	-	83,848	-	320,276	431,239	431,239	434,909	3,670	3,670	114,633	74%
8382 Special Education Reimbursement (State	3,478	4,003	4,003	29,260	37,464	38,640	38,640	-	1,176	9,380	76%
8520 Child Nutrition - State	-	11,585	12,433	75,835	178,602	140,699	147,510	6,811	(31,092)	71,675	51%
8545 School Facilities Apportionments	-	-	-	-	120,124	110,484	110,484	-	(9,640)	110,484	0%
8550 Mandated Cost Reimbursements	-	-	-	18,403	18,123	18,404	18,404	-	281	1	100%
8560 State Lottery Revenue	-	-	39,129	76,720	134,015	133,524	134,660	1,136	645	57,940	57%
8590 All Other State Revenue	35,636	-	-	442,453	688,624	802,753	812,835	10,081	124,210	370,382	54%
8591 Prop 28 Arts & Music in Schools	8,640	8,654	8,654	70,108	86,715	96,000	95,565	(435)	8,850	25,457	73%
8593 ELOP	12,660	12,660	12,660	102,686	140,777	140,667	140,667	(0)	(110)	37,981	73%
8596 ASES	-	145,395	-	145,395	161,500	161,500	161,500	-	-	16,105	90%
SUBTOTAL - Other State Revenue	60,414	266,145	76,126	1,291,179	1,997,182	2,293,085	2,298,876	5,791	301,694	1,007,697	56%
Local Revenue											
8660 Interest	3,572	3,062	3,164	27,223	40,000	30,000	33,000	3,000	(7,000)	5,777	82%
8670 Student Activities	-	(165)	4,398	18,406	10,325	25,189	25,189	-	14,864	6,782	73%
8699 All Other Local Revenue	50	23,319	17,527	207,817	85,000	263,971	249,000	(14,971)	164,000	41,183	83%
8703 Measure G1	-	-	-	15,002	127,748	127,748	127,748	-	-	112,746	12%
SUBTOTAL - Local Revenue	3,622	26,216	25,089	268,449	263,073	446,908	434,937	(11,971)	171,864	166,487	62%
Fundraising and Grants											
8803 Fundraising	-	-	-	305,386	220,000	969,972	984,111	14,139	764,111	678,725	31%
SUBTOTAL - Fundraising and Grants	-	-	-	305,386	220,000	969,972	984,111	14,139	764,111	678,725	31%
TOTAL REVENUE	442,014	1,467,171	990,641	8,118,049	10,734,659	11,870,053	11,954,610	84,557	1,219,951	3,836,561	68%

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100 Teachers Salaries	239,391	242,246	242,740	2,322,835	2,548,513	2,799,614	2,721,563	78,052	(173,049)	398,728	85%
1103 Teacher - Substitute Pay	20,313	23,729	26,685	146,257	277,552	169,747	169,747	-	107,805	23,490	86%
1200 Certificated Pupil Support Salaries	17,713	21,679	21,679	170,029	195,612	200,055	206,301	(6,246)	(10,689)	36,272	82%
1300 Certificated Supervisor & Administrator Salaries	61,880	61,880	61,880	601,780	741,007	712,902	712,902	-	28,105	111,122	84%
SUBTOTAL - Certificated Salaries	339,297	349,534	352,983	3,240,901	3,762,685	3,882,318	3,810,513	71,806	(47,828)	569,612	85%
Classified Salaries											
2100 Classified Instructional Aide Salaries	18,404	21,320	19,274	153,793	129,742	199,461	192,152	7,309	(62,410)	38,360	80%
2200 Classified Support Salaries	27,250	25,658	22,852	221,064	275,096	275,941	275,514	427	(418)	54,450	80%
2300 Classified Supervisor & Administrator Salaries	23,738	23,738	23,738	237,345	347,302	273,882	287,039	(13,158)	60,262	49,694	83%
2400 Classified Clerical & Office Salaries	28,674	28,101	28,914	284,029	177,162	346,093	346,093	-	(168,931)	62,064	82%
2900 Classified Other Salaries	46,248	62,812	55,330	392,976	144,000	408,360	426,810	(18,450)	(282,810)	33,834	92%
SUBTOTAL - Classified Salaries	144,313	161,628	150,108	1,289,206	1,073,302	1,503,736	1,527,609	(23,872)	(454,307)	238,402	84%
Employee Benefits											
3100 STRS	64,777	66,680	66,341	600,879	611,302	672,650	693,126	(20,476)	(81,824)	92,247	87%
3200 PERS	30,041	34,217	31,984	301,162	339,180	385,372	374,508	10,863	(35,328)	73,347	80%
3300 OASDI-Medicare-Alternative	15,659	17,241	16,838	151,561	171,520	193,686	183,373	10,313	(11,853)	31,812	83%
3400 Health & Welfare Benefits	198,086	56,585	59,958	735,753	578,379	708,640	742,940	(34,300)	(164,561)	7,187	99%
3500 Unemployment Insurance	3,689	1,483	824	33,732	24,255	31,506	31,506	-	(7,251)	(2,227)	107%
3600 Workers Comp Insurance	(10,465)	3,488	3,488	41,861	53,196	59,247	58,719	527	(5,523)	16,858	71%
SUBTOTAL - Employee Benefits	301,787	179,693	179,433	1,864,947	1,777,831	2,051,100	2,084,172	(33,072)	(306,340)	219,225	89%
Books & Supplies											
4200 Books & Other Reference Materials	367	-	-	25,252	10,000	25,236	26,236	(1,000)	(16,236)	983	96%
4320 Educational Software	3,351	10	-	62,113	59,154	73,005	71,341	1,664	(12,187)	9,228	87%
4325 Instructional Materials & Supplies	22,820	3,426	404	70,577	50,000	52,948	71,630	(18,682)	(21,630)	1,053	99%
4330 Office Supplies	202	343	2,698	10,029	20,600	17,600	15,000	2,600	5,600	4,971	67%
4352 Graduation	24	-	1,631	1,655	-	9,893	9,893	-	(9,893)	8,239	17%
4410 Classroom Furniture, Equipment & Supplies	89	-	-	245	27,450	27,450	27,450	-	-	27,205	1%
4420 Computers: individual items less than \$5k	3,056	-	-	11,659	112,082	106,219	106,219	-	5,863	94,560	11%
4430 Non Classroom Related Furniture, Equipment & Supplies	372	4,157	399	12,973	6,180	10,789	16,000	(5,211)	(9,820)	3,027	81%
4710 Student Food Services	83,100	39,000	49,400	361,550	525,300	416,146	447,000	(30,854)	78,300	85,450	81%
4720 Other Food	899	10,099	5,019	32,963	28,531	32,818	32,981	(163)	(4,450)	18	100%
SUBTOTAL - Books and Supplies	114,279	57,035	59,551	589,016	839,297	772,103	823,750	(51,647)	15,547	234,734	72%
Services & Other Operating Expenses											
5100 Subagreements for Services	-	-	-	-	150,000	150,000	-	150,000	150,000	-	-
5200 Travel & Conferences	237	213	572	1,884	24,395	24,395	20,000	4,395	4,395	18,116	9%
5300 Dues & Memberships	2,052	202	413	21,369	19,043	19,431	21,129	(1,698)	(2,086)	(240)	101%
5400 Insurance	(42,677)	14,226	14,225	170,706	128,644	170,706	170,706	-	(42,062)	-	100%
5515 Janitorial, Gardening Services & Supplies	10,850	21,700	21,700	142,200	147,893	156,648	156,648	-	(8,755)	14,448	91%
5520 Security	6,527	8,965	8,909	79,442	76,804	91,150	90,526	624	(13,722)	11,084	88%
5535 Utilities - All Utilities	12,206	15,984	17,417	160,412	231,375	192,938	192,938	-	38,437	32,526	83%

Oakland Military Institute
Income Statement
As of Apr FY2026

	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
5605 Equipment Leases	4,437	(2,206)	3,068	17,012	17,568	19,680	19,680	-	(2,112)	2,669	86%
5610 Rent	13,970	13,970	13,970	138,987	164,800	165,930	165,930	-	(1,130)	26,942	84%
5611 Prop 39 Related Costs	32,500	-	-	97,500	142,140	130,000	130,000	-	12,140	32,500	75%
5615 Repairs and Maintenance - Building	12,714	5,466	24,441	163,294	81,145	287,706	292,234	(4,528)	(211,090)	128,940	56%
5618 Repairs & Maintenance - Auto	870	1,177	817	7,125	10,300	7,185	7,185	-	3,115	59	99%
5803 Accounting Fees	643	10,126	13,009	31,827	31,158	29,719	31,827	(2,108)	(670)	-	100%
5809 Banking Fees	10	10	10	108	1,545	961	200	761	1,345	92	54%
5812 Business Services	17,500	17,500	15,062	172,562	205,000	210,000	210,000	-	(5,000)	37,438	82%
5815 Consultants - Instructional	-	-	15,651	198,994	169,000	208,829	208,829	-	(39,829)	9,835	95%
5820 Consultants - Non Instructional - Custom 1	24,908	1,528	23,105	125,023	171,198	172,789	172,789	-	(1,591)	47,766	72%
5824 District Oversight Fees	-	-	-	49,439	77,410	77,379	77,879	(500)	(469)	28,440	63%
5828 Scholarships	-	-	-	750	-	13,648	13,648	-	(13,648)	12,898	5%
5830 Field Trips Expenses	-	410	243	3,874	30,900	19,371	49,371	(30,000)	(18,471)	45,497	8%
5833 Fines and Penalties	-	(55)	-	1,818	1,031	2,000	2,000	-	(969)	182	91%
5836 Fingerprinting	336	420	252	3,852	3,713	3,166	4,000	(834)	(287)	148	96%
5845 Legal Fees	2,558	-	280	114,036	129,960	190,210	190,210	-	(60,250)	76,174	60%
5851 Marketing and Student Recruiting	6,015	14,475	1,960	64,427	20,600	60,990	78,290	(17,300)	(57,690)	13,863	82%
5857 Payroll Fees	1,425	928	2,206	9,125	10,300	9,240	9,240	-	1,060	115	99%
5861 Prior Yr Exp (not accrued)	(2,031)	(610)	-	16,829	-	19,471	19,471	-	(19,471)	2,642	86%
5863 Professional Development	16,171	22,042	5,700	99,359	63,644	124,076	119,076	5,000	(55,431)	19,716	83%
5869 Special Education Contract Instructors	85,929	21,795	33,156	180,100	157,075	188,486	205,200	(16,714)	(48,125)	25,100	88%
5872 Special Education Encroachment	-	3,356	-	12,256	15,620	9,000	17,056	(8,056)	(1,436)	4,800	72%
5874 Sports	3,071	5,825	330	28,006	25,000	25,000	28,500	(3,500)	(3,500)	494	98%
5877 Student Activities	-	1,511	1,834	10,606	18,251	5,000	15,000	(10,000)	3,251	4,394	71%
5878 Student Assessment	-	-	95	12,127	5,546	17,033	17,033	-	(11,487)	4,906	71%
5880 Student Health Services	-	-	3,400	3,400	7,725	8,111	8,111	-	(386)	4,711	42%
5881 Student Information System	-	-	-	5,626	10,000	6,175	6,175	-	3,825	549	91%
5884 Substitutes	4,725	4,410	4,077	25,515	30,900	37,902	32,000	5,902	(1,100)	6,485	80%
5887 Technology Services	590	-	-	33,618	133,022	106,730	45,251	61,479	87,771	11,634	74%
5893 Transportation - Student	115	2,809	4,610	25,904	18,540	28,540	28,540	-	(10,000)	2,636	91%
5898 Bad Debt Expense	-	-	-	11,406	-	11,637	11,637	-	(11,637)	231	98%
5899 Miscellaneous Operating Expenses	557	1,811	417	50,019	23,836	57,503	57,503	-	(33,667)	7,484	87%
5900 Communications	7,443	2,582	7,433	75,049	102,578	109,546	109,638	(92)	(7,061)	34,589	68%
5915 Postage and Delivery	1,120	1,010	319	7,472	6,386	6,000	7,500	(1,500)	(1,114)	28	100%
SUBTOTAL - Services & Other Operating Exp.	224,771	191,577	238,681	2,373,057	2,664,045	3,174,282	3,042,951	131,331	(378,906)	669,893	78%
Capital Outlay & Depreciation											
6900 Depreciation	30,944	30,944	30,944	174,828	400,563	386,633	384,827	1,806	15,736	209,999	45%
SUBTOTAL - Capital Outlay & Depreciation	30,944	30,944	30,944	174,828	400,563	386,633	384,827	1,806	15,736	209,999	45%
Other Outflows & Amortization											
7438 Debt Service - Interest	-	-	10,965	21,930	23,777	23,777	23,777	-	-	1,847	92%
7999 Uncategorized Expense	-	-	300	300	-	-	-	-	-	(300)	
SUBTOTAL - Other Outflows & Amortization	-	-	11,265	22,230	23,777	23,777	23,777	-	-	1,547	93%
TOTAL EXPENSES	1,155,391	970,411	1,022,966	9,554,185	10,541,499	11,793,948	11,697,597	96,352	(1,156,098)	2,143,412	82%

Oakland Military Institute
Monthly Cash Forecast
As of Apr FY2026

	2025-26													Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast	Forecast	
Beginning Cash	3,229,420	4,419,069	4,791,302	4,456,906	4,398,420	4,033,598	3,517,027	4,078,421	3,404,990	4,099,859	3,987,940	3,733,157		
REVENUE														
LCFF Entitlement	-	530,606	668,056	518,471	375,318	518,471	978,017	377,978	1,149,313	740,776	561,655	564,318	7,561,058	578,078
Federal Revenue	-	-	-	40,768	2,786	84,578	93,749	-	25,497	148,650	47,084	32,631	675,629	199,885
Other State Revenue	28,195	281,777	52,576	180,496	88,748	78,628	178,073	60,414	266,145	76,126	264,307	190,324	2,298,876	553,067
Other Local Revenue	904	12,174	6,301	148,441	3,537	20,112	22,053	3,622	26,216	25,089	23,385	80,852	434,937	62,250
Fundraising & Grants	-	150,000	-	1,109	-	4,277	150,000	-	-	-	300,000	378,725	984,111	-
TOTAL REVENUE	29,099	974,557	726,933	889,286	470,389	706,066	1,421,892	442,014	1,467,171	990,641	1,196,432	1,246,849	11,954,610	1,393,280
EXPENSES														
Certificated Salaries	43,786	338,008	357,298	350,573	359,527	396,136	353,758	339,297	349,534	352,983	465,854	103,759	3,810,513	-
Classified Salaries	57,077	108,454	132,888	133,969	131,960	138,116	130,692	144,313	161,628	150,108	134,473	103,929	1,527,609	-
Employee Benefits	168,747	148,246	196,273	185,524	114,261	253,278	137,705	301,787	179,693	179,433	166,091	53,133	2,084,172	-
Books & Supplies	73,532	16,445	27,947	109,846	7,171	113,935	9,276	114,279	57,035	59,551	83,201	77,032	823,750	74,500
Services & Other Operating Expenses	349,748	213,252	315,464	234,422	135,545	291,451	178,146	224,771	191,577	238,681	266,547	402,153	3,042,951	1,194
Capital Outlay & Depreciation	-	-	-	-	-	51,050	30,944	30,944	30,944	30,944	177,930	32,069	384,827	-
Other Outflows	-	-	-	10,965	-	-	-	-	-	11,265	(3,283)	1,673	23,777	3,156
TOTAL EXPENSES	692,889	824,405	1,029,869	1,025,299	748,464	1,243,966	840,523	1,155,391	970,411	1,022,966	1,290,813	773,748	11,697,597	78,850
Operating Cash Inflow (Outflow)	(663,790)	150,152	(302,936)	(136,014)	(278,075)	(537,900)	581,369	(713,377)	496,760	(32,325)	(94,382)	473,101	257,014	1,314,430
Accounts Receivable	1,673,590	220,203	34,231	72,145	17,241	22,275	24,836	(23,897)	22,764	2,707	29,876	-	-	-
Other Current Assets	149,310	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	962	30,944	15,155	9,996	17,714	38,898	32,069	-	-
Accounts Payable	(71,015)	(20,654)	(21,766)	(38,878)	(39,911)	(38,452)	(33,141)	46,307	(100,477)	(38,291)	(139,280)	-	-	-
Other Current Liabilities	(42,297)	22,532	(43,926)	44,260	(64,077)	36,543	(42,613)	2,381	(11,041)	(2,899)	(37,782)	-	-	-
Deferred Revenue	143,851	-	-	-	-	-	-	-	276,866	-	(57,074)	(989,826)	-	-
Loans Payable (Long-Term)	-	-	-	-	-	-	-	-	-	(58,826)	4,961	(4,946)	-	-
Ending Cash	4,419,069	4,791,302	4,456,906	4,398,420	4,033,598	3,517,027	4,078,421	3,404,990	4,099,859	3,987,940	3,733,157	3,243,555		

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

	Jun FY25	Apr FY26	Projected Jun FY26
ASSETS			
Cash Balance	3,229,420	3,987,940	3,243,555
Accounts Receivable	2,180,283	114,193	1,477,597
Other Current Assets	157,596	8,286	8,286
Fixed Assets	9,185,286	9,110,514	9,039,548
ROU Assets	1,017,458	1,017,458	1,017,458
TOTAL ASSETS	15,770,044	14,238,391	14,786,444
LIABILITIES & EQUITY			
Accounts Payable	495,556	139,280	78,850
Other Current Liabilities	138,918	37,782	-
Loans Payable (Current)	92,037	92,037	-
ROU Current Liabilities	-	-	92,037
Deferred Revenue	626,183	1,046,900	-
Loans Payable (Long-Term)	1,096,478	1,037,652	1,037,668
ROU Long-Term Liabilities	936,338	936,338	936,338
Beginning Net Assets	12,348,153	12,384,537	12,384,537
Net Income (Loss) to Date	36,379	(1,436,136)	257,014
TOTAL LIABILITIES & EQUITY	15,770,044	14,238,391	14,786,444

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
SUMMARY				
Revenue				
LCFF Entitlement	7,561,058	8,127,857	8,533,212	9,269,406
Federal Revenue	675,629	677,941	690,054	701,890
Other State Revenues	2,298,876	2,635,910	2,152,042	1,866,838
Local Revenues	434,937	268,937	268,937	268,937
Fundraising and Grants	984,111	507,500	157,500	157,500
Total Revenue	11,954,610	12,218,145	11,801,745	12,264,570
Expenses				
Compensation and Benefits	7,422,293	7,682,155	7,601,462	8,123,133
Books and Supplies	823,750	822,546	1,067,951	852,489
Services and Other Operating Expenditures	3,042,951	2,595,780	2,645,271	2,726,465
Depreciation	384,827	419,663	402,603	378,485
Other Outflows & Amortization	23,777	24,490	25,225	25,981
Total Expenses	11,697,597	11,544,633	11,742,511	12,106,553
Net Income	257,014	673,512	59,233	158,017
Fund Balance				
Beginning Balance (Unaudited)	12,384,537	12,641,551	13,315,063	13,374,296
Audit Adjustment				
Beginning Balance (Audited)	12,384,537	12,641,551	13,315,063	13,374,296
Net Income	257,014	673,512	59,233	158,017
Ending Fund Balance	12,641,551	13,315,063	13,374,296	13,532,313
Total Revenue Per ADA	25,221	25,239	23,914	23,723
Total Expenses Per ADA	24,678	23,848	23,794	23,417
Net Income Per ADA	542	1,391	120	306
Fund Balance as a % of Expenses	108%	115%	114%	112%

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
Key Assumptions				
Enrollment Breakdown				
6	70	65	70	70
7	70	65	70	70
8	85	80	75	75
9	80	110	90	100
10	77	75	90	95
11	64	65	70	75
12	54	55	60	65
Total Enrolled	500	515	525	550
ADA %				
4-6	85.2%	94.0%	94.0%	94.0%
7-8	104.1%	94.0%	94.0%	94.0%
9-12	92.0%	94.0%	94.0%	94.0%
Average ADA %	94.8%	94.0%	94.0%	94.0%
ADA				
4-6	60	61	66	66
7-8	161	136	136	136
9-12	253	287	291	315
Total ADA	474	484	494	517

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	4,335,275	4,796,187	5,092,273	5,612,080
8012 Education Protection Account Entitlement	1,360,170	1,429,021	1,501,345	1,625,371
8019 State Aid - Prior Years	2,660	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,862,953	1,902,649	1,939,593	2,031,955
SUBTOTAL - LCFF Entitlement	7,561,058	8,127,857	8,533,212	9,269,406
Federal Revenue				
8181 Special Education - Entitlement	77,275	72,645	74,675	76,125
8220 Child Nutrition Programs	326,310	336,099	346,182	356,568
8291 Title I	208,922	208,922	208,922	208,922
8292 Title II	23,300	23,300	23,300	23,300
8293 Title III	20,982	20,982	20,982	20,982
8294 Title IV	15,993	15,993	15,993	15,993
8297 PY Federal - Not Accrued	2,846	-	-	-
SUBTOTAL - Federal Revenue	675,629	677,941	690,054	701,890
Other State Revenue				
8319 Other State Apportionments - Prior Years	203,703	107,346	-	-
8381 Special Education - Entitlement (State)	434,909	648,694	661,290	692,780
8382 Special Education Reimbursement (State)	38,640	42,204	44,340	48,003
8520 Child Nutrition - State	147,510	151,935	156,493	161,188
8545 School Facilities Apportionments	110,484	113,655	117,133	121,045
8550 Mandated Cost Reimbursements	18,404	19,819	21,988	23,128
8560 State Lottery Revenue	134,660	137,529	140,200	146,876
8590 All Other State Revenue	812,835	1,010,304	600,345	250,000
8591 Prop 28 Arts & Music in Schools	95,565	99,604	102,353	104,353
8593 ELOP	140,667	150,797	153,877	165,443
8596 ASES	161,500	154,022	154,022	154,022
SUBTOTAL - Other State Revenue	2,298,876	2,635,910	2,152,042	1,866,838
Local Revenue				
8660 Interest	33,000	36,000	36,000	36,000
8670 Student Activities	25,189	25,189	25,189	25,189
8699 All Other Local Revenue	249,000	80,000	80,000	80,000
8703 Measure G1	127,748	127,748	127,748	127,748
SUBTOTAL - Local Revenue	434,937	268,937	268,937	268,937
Fundraising and Grants				
8803 Fundraising	984,111	507,500	157,500	157,500
SUBTOTAL - Fundraising and Grants	984,111	507,500	157,500	157,500
TOTAL REVENUE	11,954,610	12,218,145	11,801,745	12,264,570

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries	2,721,563	2,852,581	2,911,597	3,159,059
1103 Teacher - Substitute Pay	169,747	102,505	105,580	108,747
1200 Certificated Pupil Support Salaries	206,301	189,159	194,920	200,768
1300 Certificated Supervisor & Administrator Salaries	712,902	740,357	750,681	755,775
SUBTOTAL - Certificated Salaries	3,810,513	3,884,602	3,962,778	4,224,350
Classified Salaries				
2100 Classified Instructional Aide Salaries	192,152	169,142	171,560	175,191
2200 Classified Support Salaries	275,514	324,324	329,058	332,238
2300 Classified Supervisor & Administrator Salaries	287,039	452,647	462,908	474,273
2400 Classified Clerical & Office Salaries	346,093	354,693	366,381	374,545
2900 Classified Other Salaries	426,810	317,351	-	-
SUBTOTAL - Classified Salaries	1,527,609	1,618,157	1,329,907	1,356,248
Employee Benefits				
3100 STRS	693,126	729,701	744,265	793,846
3200 PERS	374,508	324,451	336,995	332,330
3300 OASDI-Medicare-Alternative	183,373	184,095	163,297	169,227
3400 Health & Welfare Benefits	742,940	851,733	980,644	1,159,506
3500 Unemployment Insurance	31,506	28,886	25,358	26,240
3600 Workers Comp Insurance	58,719	60,530	58,220	61,387
SUBTOTAL - Employee Benefits	2,084,172	2,179,396	2,308,778	2,542,535
Books & Supplies				
4200 Books & Other Reference Materials	26,236	27,023	27,833	28,668
4320 Educational Software	71,341	61,692	304,872	66,518
4325 Instructional Materials & Supplies	71,630	50,470	51,984	53,544
4330 Office Supplies	15,000	15,450	15,914	16,391
4352 Graduation	9,893	10,190	10,496	10,811
4410 Classroom Furniture, Equipment & Supplies	27,450	50,000	30,900	31,827
4420 Computers: individual items less than \$5k	106,219	95,877	98,753	101,716
4430 Non Classroom Related Furniture, Equipment & Supplies	16,000	16,480	16,974	17,484
4710 Student Food Services	447,000	460,410	474,222	488,449
4720 Other Food	32,981	34,954	36,002	37,082
SUBTOTAL - Books and Supplies	823,750	822,546	1,067,951	852,489
Services & Other Operating Expenses				
5100 Subagreements for Services	-	100,000	103,000	106,090
5200 Travel & Conferences	20,000	26,000	26,780	27,583
5300 Dues & Memberships	21,129	19,397	19,979	20,578
5400 Insurance	170,706	175,827	181,102	186,535
5515 Janitorial, Gardening Services & Supplies	156,648	161,347	166,187	171,173
5520 Security	90,526	93,242	96,040	98,921
5535 Utilities - All Utilities	192,938	196,446	202,340	208,410
5605 Equipment Leases	19,680	20,271	20,879	21,505
5610 Rent	165,930	170,908	176,035	181,316
5611 Prop 39 Related Costs	130,000	133,900	137,917	142,055
5615 Repairs and Maintenance - Building	292,234	222,850	208,324	214,574

Oakland Military Institute
Multi-year Projection
As of Apr FY2026

	Year 1	Year 2	Year 3	Year 4
	2025-26	2026-27	2027-28	2028-29
5618 Repairs & Maintenance - Auto	7,185	7,400	7,622	7,851
5803 Accounting Fees	31,827	32,782	33,765	34,778
5809 Banking Fees	200	206	212	219
5812 Business Services	210,000	215,000	215,000	215,000
5815 Consultants - Instructional	208,829	134,882	138,929	143,097
5820 Consultants - Non Instructional - Custom 1	172,789	25,000	25,750	26,523
5824 District Oversight Fees	77,879	86,228	93,245	104,328
5828 Scholarships	13,648	14,057	14,479	14,913
5830 Field Trips Expenses	49,371	20,000	15,450	15,914
5833 Fines and Penalties	2,000	2,060	2,122	2,185
5836 Fingerprinting	4,000	4,120	4,244	4,371
5845 Legal Fees	190,210	101,156	104,191	107,317
5851 Marketing and Student Recruiting	78,290	109,070	112,342	115,712
5857 Payroll Fees	9,240	9,517	9,803	10,097
5861 Prior Yr Exp (not accrued)	19,471	-	-	-
5863 Professional Development	119,076	37,695	38,826	39,991
5869 Special Education Contract Instructors	205,200	110,000	113,300	116,699
5872 Special Education Encroachment	17,056	17,568	18,095	18,638
5874 Sports	28,500	29,355	30,236	31,143
5877 Student Activities	15,000	15,450	15,914	16,391
5878 Student Assessment	17,033	17,544	18,070	18,612
5880 Student Health Services	8,111	8,355	8,605	8,863
5881 Student Information System	6,175	6,360	6,551	6,748
5884 Substitutes	32,000	32,960	33,949	34,967
5887 Technology Services	45,251	46,609	48,007	49,447
5893 Transportation - Student	28,540	29,396	30,278	31,186
5898 Bad Debt Expense	11,637	11,986	12,345	12,716
5899 Miscellaneous Operating Expenses	57,503	59,228	61,005	62,835
5900 Communications	109,638	83,882	86,398	88,990
5915 Postage and Delivery	7,500	7,725	7,957	8,195
SUBTOTAL - Services & Other Operating Exp.	3,042,951	2,595,780	2,645,271	2,726,465
Depreciation Expense				
6900 Depreciation	384,827	419,663	402,603	378,485
SUBTOTAL - Depreciation Expense	384,827	419,663	402,603	378,485
Other Outflows & Amortization				
7438 Debt Service - Interest	23,777	24,490	25,225	25,981
SUBTOTAL - Other Outflows & Amortization	23,777	24,490	25,225	25,981
TOTAL EXPENSES	11,697,597	11,544,633	11,742,511	12,106,553

Coversheet

Recruiting Update

Section: VII. Items
Item: D. Recruiting Update
Purpose:
Submitted by: MSG Michael Traver
Related Material: Recruiting Update - 21MAY26 Board.pdf

BACKGROUND:

MSG Michael Traver will be presenting on the current outlook of the cadet recruiting cycle, including information about the upcoming entrance camp.

Recruiting Update:

By the numbers:

Entrance Camp Personnel Status (projected)

Candidates			
Grade	Male	Female	Total
6th	48	23	71
7th	12	7	19
8th	11	4	15
9th/10th	29	25	54
Total	100	59	159

Grade Level	TOTAL Still Waiting For Response
6th	7
7th	6
8th	3
9th	6
10th	1
11th	0
12th	0
TOTAL	23

- 159 Completed and pending Entrance Camp
- 23 accepted but pending documents/ confirmation

A look ahead:

- Continued family engagement
- Picnic 3JUN
- Entrance Camp 6JUL
- Orientation 30-31JUL



Coversheet

Approve 2026-2027 Board Meeting Dates

Section: VII. Items
Item: E. Approve 2026-2027 Board Meeting Dates
Purpose:
Submitted by: Mary Streshly
Related Material: Board Meeting Dates 2026-2027 - May 21 2026 BM.pdf

BACKGROUND:

The recommended board meeting dates represent both the Board's desire to minimize the number of meetings while also maintaining the requisite meetings allowing OMI to remain in compliance with Board approval timelines and statutory obligations.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve the 26-27 Board Regular Meeting calendar.



**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



2026-2027 Board Meeting Dates

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

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

August 27, 2026 Regular Board Meeting

November 19, 2026 Regular Board Meeting

December 10, 2026 Regular Board Meeting

January 21, 2027 Regular Board Meeting

February 25, 2027 Regular Board Meeting

May 20, 2027 Regular Board Meeting

June 10, 2027 Regular Board Meeting