Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on June 8, 2026 at 3:59 PM PDT

Date and Time

Thursday June 11, 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 INVITATION TO ADDRESS THE BOARD: Non-Agenda, Agenda, and Closed Session items. Summary: The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your rights to address any action item, please notify the Executive Director's Office of your desire to speak by noon the day prior to the Board Meeting; however, we will also make comment cards available at the podium. Those requesting to address the Board will have a total of two (2) minutes. The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the Board members are not permitted to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussion at a future meeting. If anyone has any questions or concerns, please contact the Executive Assistant to the Superintendent/Commandant Liaison Mr. Carlos Rodriguez at crodriguez@omiacademy.org.			3 m
D.	Ordering of the Agenda			
III.	**Approval of Consent Items**			**4:03 PM**
A.	Minutes of May 21, 2026 Board Meeting	Approve Minutes	Carlos Rodriguez	1 m
B.	Personnel Report	Vote	Kathryn Wong	5 m
C.	New Contracts	Vote	CMSgt (CA) Thomas James	10 m

		Purpose	Presenter	Time
D.	Salary Schedule Revision	Vote	Kathryn Wong	5 m
E.	Parent/Cadet Handbook	Vote	Shawna Lipsey/MSG Michael Traver	5 m
F.	Staff Handbook	Vote	Kathryn Wong	5 m
G.	New Job description: Dean of Climate and Safety	Vote	Kathryn Wong	5 m
H.	Independent Contractor Agreement Extension: Xitlali Rodriguez We believe Ms. Rodriguez successfully completed her 2025-2026 contract for cadet recruitment services and we are enthusiastic about extending her contract for the 2026-2027 recruitment year.	Vote	Mary Streshly	1 m
I.	Updated Agreements for CalSTRS - Know Your Rights	Vote	Kathryn Wong	2 m
J.	Fiscal Policy Revision 2026	Vote	CMSgt (CA) Thomas James	5 m
K.	Approve Consolidated Application FY27	Vote	Jessika Welcome	2 m
L.	Education Protection Account (EPA) Summary	Vote	Jessika Welcome	2 m
M.	Proposition 28: Annual Report	Vote	Jessika Welcome	2 m
N.	Disposal of Surplus Books and Materials	Vote	Jonathan Pike	2 m
O.	Electronic Device Policy Revised	Vote	Shawna Lipsey	5 m

IV. Superintendent's Update **5:00 PM**

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

- Charter Renewal Update/Timeline
  - Board self evaluation survey from OUSD charter office

A.	Charter Renewal Timeline	FYI		5 m

		Purpose	Presenter	Time
B.	2026-2027 Governance Calendar	FYI		5 m
V.	**Items**			**5:10 PM**
A.	Approve 2026-2027 Local Control Accountability Plan • LCAP Local Indicators LCFF	Vote	Mary Streshly	5 m
B.	Approve 2026-2027 Budget	Vote	Jessika Welcome	10 m
C.	Preliminary CAASPP Results End-of-Year Data	FYI	Jonathan Pike	15 m
D.	Add Jonathan Pike as an Authorized Bridge Bank Signer	Vote	CMSgt (CA) Thomas James	5 m
E.	Approve Governing Board Member Terms	Vote	Carlos Rodriguez	2 m
F.	Approve Appointment of Board Officers	Vote	Carlos Rodriguez	2 m
G.	Approve Declaration of Needs for Fully Qualified Educators	Vote	Kathryn Wong	2 m
VI.	**Board Member Comments**			
VII.	**Closing Items**			**5:51 PM**
A.	Adjourn Meeting	Vote	Jerry Brown	1 m

Coversheet

Minutes of May 21, 2026 Board Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of May 21, 2026 Board Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on May 21, 2026

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on May 21, 2026.

RECOMMENDATION:

The OMI Board of Directors approves the attached minutes for the Regular Board Meeting held on May 21, 2026.

APPROVED

Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time
Thursday May 21, 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.

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

Directors Absent
None

Guests Present

16 Other Participants, C. James, C. Rodriguez, J. Pike, J. Welcome, K. Wong, M. Streshly, M. Traver, S. Lipsey, Z. Texeira

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I. Opening Items

A. Roll Call

B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday May 21, 2026 at 4:08 PM.

C. Public Comment

There were no public comments at this board meeting.

D. Ordering of the Agenda

Motion to maintain the order of the agenda.
The board **VOTED** to approve the motion.

II. Public Hearing

A. 2026-2027 Local Control Accountability Plan (LCAP)

Public hearing was opened at 4:09 PM

Public Hearing was closed at 4:11 PM

B. 2026-2027 Proposed Budget

Public hearing was opened at 4:09 PM

Public Hearing was closed at 4:11 PM

III. Approval of Consent Items

A. Minutes of February 26, 2026 Board Meeting

J. Wire made a motion to approve the minutes from Regular Board Meeting on 02-26-26.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

B. Personnel Report

J. Wire made a motion to approve the personnel report.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

C. New Contracts

J. Wire made a motion to approve the new contracts.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

D. 2026-2027 Academic Calendar

J. Wire made a motion to approve the 2026-2027 academic calendar.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

E. 2026-2027 Course Catalog

J. Wire made a motion to approve the 2026-2027 course catalog.
S. Bryce seconded the motion.
Mr. mares mentioned that the course catalog now has sports included and he wanted to make sure that every sport available was accurate.

Mr. Mares inquired on why some of the classes would not be offered. Ms. Lipsey explained that there are courses that are not offered for next school year but are left on the course catalog as "not offered" because some cadets have those classes in their transcripts.

Dr. Streshly mentioned that if OMI can get the dual enrollment Statistics class, OMI would not offer the regular statistics class as an example.
The board **VOTED** to approve the motion.

F. Job Description: Executive Director of Administrative Services

J. Wire made a motion to approve the job description for the Executive Director of Administrative Services.
S. Bryce seconded the motion.
Mr. Pike will be taking on a new scope of responsibilities and will be removing the Director of Teaching and Learning.
The board **VOTED** to approve the motion.

G. Curriculum Textbook List

J. Wire made a motion to approve the curriculum textbook list.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

IV. Cadet Commander Report

A. Cadet Commander's Report

Thalia Lopez and Anthony Su gave the board of directors a briefing on the end of the year.

Ms. Lopez mentioned that the senior class is at least 80% at C/SGT or higher. 26 cadets in junior year as well.

Anthony Su mentioned that the High school and middle school cadets did community service, and it amounted to over 1000 hours.

Mr. Su also mentioned that 12 tutors accumulated around 77 hours of tutoring time in the 2025-2026 school year.

Ms. Lopez mentioned that 79% of the school population participated in leadership or moral focused events.

V. Superintendent's Update

A. Class of 2026 Summary

Mr. Murray mentioned.

- Half of the seniors are going to a 4-year college or university.
- 90% of the class was accepted to a California State University
- Over $600,000 was awarded to this class for institutional and external scholarships.
- 5 seniors were congratulated and presented with the Governor's Baccalaureate Diploma, which signals 1 year of college completed due to dual enrollment credits.
    - Diego Venegas
    - Bill Tran
    - Valentina Ramirez
    - Manuel Casanova
    - Bryan Ramos

Dr. Streshly mentioned that there were significant strides seen in the results for this year's CAASPP preliminary scores.

- not all scores have been recorded yet
- 6th grade went from 10% proficient to 19% in math
- 7th grade went from 3% proficient to 29% in math
- 8th grade went from 19% proficient to 38% in math.
- In ELA, high school went from 58% to 80% proficient.

VI. Items

A.

Public Hearing: 2026-2027 Local Control Accountability Plan

Dr. Streshly spoke on the LCAP. This is the last year of the 3-year LCAP cycle. This is similar to the mid-year LCAP report that was brought to the board recently.

B. Public Hearing: 2026-2027 Proposed Budget

Jessika Welcome spoke on the proposed budget. This budget will be up for approval at the June 11, 2026, board meeting.

The COLA for next year will be 4.31%, 2.87% for non LCFF funding like the mandated block grant, SB740, and mental health.

There is new funding for the student support and PD discretionary block grant, an increase in ADA funding, and special education funding.

Jessika mentioned that the enrollment number goals would be starting at 515 in 2026-27, 525 in 2027-2028, and 550 in 2028-2029.

Jessika explained that there would be an increase of about 3.5 FTE (full time equivalent) positions in the coming year.

C. Financial Update

2025-2026, the forecast improved by $181,000 since the second interim.

The CDs currently hold $1.13 million. Jessika explained that OMI is in a good spot to move more money into the CDs.

The P2 ADA forecast of 470 was exceeded by 4.0 ADA, adding an additional $50,000 in funding. Strong attendance this year.

D. Recruiting Update

MSG Michael Traver explained that OMI is expecting 161 candidates at the entrance camp. There are 23 accepted offers but documents/confirmation is pending so MSG Traver and Xitlali will continue to reach out.

24-25 candidates at camp: 128
25-26 candidates at camp: 148

The engagement of the families will not stop and will pick up at the June 3, 2026 picnic. Entrance camp starting July 6, 2026, and Orientation on July 30-31 2026.

E. Approve 2026-2027 Board Meeting Dates

J. Wire made a motion to approve the board meeting dates.

S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

VII. Board Member Comments

A. Board Meeting Comments

No comments at the board meeting.

VIII. Closing Items

A. Adjourn Meeting

J. Wire made a motion to adjourn the meeting.
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 5:42 PM.

Respectfully Submitted,
J. Brown

Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: B. Personnel Report
Purpose: Vote
Submitted by: Kathryn Wong
Related Material: Staff Changes 25-26 for BM - May 22-June 11.pdf

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy charter requires that the Board of Directors approve all personnel transactions based on the recommendation of the Superintendent. Please find attached all personnel changes since our last board meeting on May 21, 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 Staff as of May 22, 2026- June 11, 2026

New Hire:						
Last Name	**First Name**	**Job Title Description**		**FTE**		**Start Date / Separation Date:**
Barroso	Monique	College & Career Counselor		1		7/20/2026
Basnage	Mark	Director of Information Technology and Grant Development		1		8/3/2026
Chen	Linda	6th Grade Teacher		1		8/3/2026
Cuatlcautl	Jorge	Cafeteria Aide		1		8/3/2026
Gordon	Valerie	College & Career Counselor		1		7/20/2026
Lam	Nguyen	SPED Teacher		1		8/3/2026
Ochoa	Jessica	Campus Monitor		1		8/3/2026
Ponce	Rocio	Spanish and ELD Teacher		1		8/3/2026
Sanders	Coltin	Chemistry and Biology Teacher		1		8/3/2026
Sherer	Megan	6th Grade Teacher		1		8/3/2026
Toney	Andrew	Physical, Physics and Math Teacher		1		8/3/2026
Vazquez-Murillo	Sugey	School Psychologist/ Mental Health Intern		0.8		8/3/2023
Transfers:						
Last Name	**First Name**	**Job Title Description**	**New Title**	**OLD FTE**	**New FTE**	
Rivera- Castro	Leonel	Math Tutor	Math and CS Teacher	1	1	
Auguste	Christiena	substitute	SPED Teacher	1	1	
Pike	Jonathan	Director of Teaching & Learning	Executive Director of Administrative Services	1		
Texeira	Zandra	Special Education Coordinator	Chief Academic Officer	1		
Lipsey	Shawna	Director of Student Services and Special Programs	Dean of Climate and Safety	1		
Wong	Kathryn	Human Resources Manager	Human Resources Manager 2	1		
Rodriguez	Carlos	Business Manager	Business Manager 2	1		
Separations:						
Last Name	**First Name**	**Job Title Description**				**Date:**
Felch	Ricky	ASP Aide		0.5		5/27/2026
Goesling	Samuel	Math Tutor		0.5		5/28/2026
Jordan	Kevin	Biology Teacher		1		5/28/2026
Lathan Long	Nora	substitute		0.5		6/5/2026
Le	Tommy	SPED Aide/ ASP Aide		1		5/28/2026
Le	Diep	College & Career Counselor		1		5/28/2026
Li	Sydney	Math Tutor		1		5/28/2026
Mahamud	Zakreya	Math Tutor		1		5/27/2026
Manriquez	Iris	Math Tutor		1		5/27/2026
Murray	Tim	College & Career Counselor		1		5/28/2026
Musongong	Joseph	Chemistry Teacher		1		5/28/2026
Nguyen	Austin	Math Tutor		1		5/27/2026
Pickett	Lillian	substitute		0.5		5/27/2026
Robles Camacho	Staicy	Bilingual Aide		1		5/28/2026

Serrano	Yahir	Math Tutor		1		5/28/2026
Szasz	Lisa	6th Grade Teacher		1		5/28/2026
Tran	Mike	Substitute		1		5/28/2026
Villa Aguilar	Adolfo	Cafeteria Aide		1		5/28/2026
Teacher/Staff Vacancies:			**Open Date**			

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: C. New Contracts
Purpose: Vote
Submitted by:
Related Material:
OMI_Healthcare_Insurance_Presentation to OMI BoD 20260603V4.pdf
Oakland Military Institute Col.3744.CharterSAFEProposal2627.05-20-2026.pdf
OMI - SLS Legal Agreement 2026-2027.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: CharterSAFE

Contract #2: Law Office of Sarah Sutherland

Contract #3:

Contract #4:

Contract #5:

Contract #6:

Contract #7:

RECOMMENDATION:

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

OMI BOARD OF DIRECTORS

Board Meeting · June 11, 2026

2026–27 Employee Healthcare Benefits Renewal Authorization

BOTTOM LINE UP FRONT

Planning Ceiling

$786K–$857K

Enrollment-adjusted range
(1–5 net new enrollees est.)

Budget Assumption

+15%

Applied to $667,920 actual run-rate
Ratification: Aug 2026 Board

Requested Action

CONSENT

Provisional — execute renewal
within $786K–$857K range

✓ Range based on $667,920 FY 2025–26 actual run-rate × 15% ($768,108 base) plus 1–5 realistic net new enrollees. 18–22 of 23 additional staff are expected to waive coverage (Tricare/VA, dependent plans, parental coverage, or voluntary waiver). Ratification: August 2026.

Renewal History & 2026–27 Cost Projection

Benefit Year	Enrollment	Gross Annual Cost	Renewal Increase	Key Notes
2024–25	46 medical	$834,479	+11.7%	Kaiser +12.5%; ancillary +3.3%
2025–26	43 medical / 47 eligible	$804,901	+9.5%	Kaiser +10.1%; dental +4%; vision/LTD flat
2026–27 (Planning)	66 total employees	$786K–$857K range	+15% (est.)	Actual run-rate $667,920 × 15% = $768,108 base; range $786K–$857K with 1–5 net new enrollees; 18–22 of 23 new staff expected to waive

HOW THE 2026–27 PLANNING ESTIMATE IS DERIVED FROM ACTUALS

FY 2025–26 Kaiser actual run-rate (pre-renewal):	$667,920
Per-enrollee rate (÷ 43 enrolled):	~$15,533 / yr
× 15% budget planning factor:	+$115,188
Kaiser medical base projection (43 enrolled):	**≈ $768,108**

NATIONAL COST DRIVERS

- GLP-1 medications (Ozempic, Wegovy) topping $1,000/mo — 8 in 10 employers report higher costs (Business Group on Health)
- Business Group on Health: median employer trend 9% (7.6% after plan changes)
- PwC: 8.5% group-market medical cost trend projected for 2026
- KFF 2025: Avg. employer-sponsored family coverage hit $26,993 (+6% from 2024)

Board Recommendation & Proposed Consent Motion

CONSENT AUTHORIZATION CONDITIONS

1 Cost Ceiling

Kaiser medical provisional range: $786K–$857K (based on $667,920 actual run-rate × 15% = $768,108 base; 43 current enrollees + est. 1–5 net new; 18–22 of 23 new staff expected to waive).

2 Administrative Flexibility

Administration may accept renewal, negotiate plan design options, or apply cost-mitigation steps (Kaiser step-down, contribution modeling, cash-in-lieu, dental/ancillary adjustments).

3 Board Return Trigger

If Kaiser medical renewal exceeds $857K (range ceiling) without documented enrollment justification, or any proposal requires a material change to the contribution policy, the item returns to the Board. August 2026 is ratification checkpoint regardless.

Why Now? Waiting until August 2026 risks delaying open enrollment, employee communications, carrier setup, and timely implementation for the September 1 benefit year.

PROPOSED CONSENT MOTION

Approve provisional consent authorization for the Superintendent or designee to finalize and execute OMI's 2026–27 Kaiser medical and related employee benefit renewals upon receipt of the final broker/carrier proposal, subject to the following: (1) Kaiser medical cost remains within the enrollment-adjusted planning range of $786,000–$857,000, based on the $667,920 FY 2025–26 actual run-rate × 15% ($768,108 base), reflecting 43 current enrollees plus an estimated 1–5 net new enrollees (with 18–22 of 23 additional staff expected to waive due to Tricare/VA, dependent, parental, or voluntary waiver status); (2) total employee benefits package does not exceed approximately $925,600; and (3) no material change to employee contribution policy is required.

Board ratification and final enrollment reporting expected at the August 2026 Board meeting. Any proposal materially exceeding this authority shall return to the Board for separate approval.

Kaiser Plan Design — Platinum vs. Gold: What It Means for OMI

PLAN DESIGN COMPARISON

Feature	Kaiser Platinum	Kaiser Gold	What This Means for OMI
Annual Deductible	$0	$500 / $1,000 (family)	Platinum removes all upfront cost — the primary reason experienced staff with families prefer it.
Out-of-Pocket Maximum	~$1,500 individual	~$3,000 individual	Gold exposes employees to twice the liability — a meaningful difference for staff managing chronic conditions or family health needs.
Office Visit / Specialist	$15 primary / $30 specialist	$30 primary / $60 specialist	For staff or dependents with regular care needs, Platinum copays are significantly lower at point of service.
Prescription Drugs	$5 generic / $15 brand	$10 generic / $30 brand	With GLP-1 and specialty drug costs rising, Platinum Rx cost-sharing provides material protection for affected employees.
Employer Monthly Premium (est.)	~$1,800–$2,200 / mo	~$1,300–$1,700 / mo	Each employee shifted from Platinum to Gold saves OMI an estimated $400–$500/month in employer premium — the core cost-mitigation lever.

WHO ENROLLS IN WHICH PLAN — AND WHY IT MATTERS

PLATINUM

Mid-Career & Senior Teachers

The largest enrollment segment at OMI — experienced teachers with families who depend on $0 deductibles and low copays. This group drives the majority of employer premium cost. Tier accuracy for this cohort has the greatest impact on any cost projection.

GOLD or PLATINUM

Administrative / Support Staff

The most flexible segment — tier election varies by family size, tenure, and contribution design. Single or younger staff often elect Gold. This group is OMI's best opportunity for step-down options, contribution modeling, or cash-in-lieu to reduce net employer cost while preserving employee choice.

Note: Actual Platinum/Gold census and employer premium rates should be confirmed with the Woodruff-Sawyer successor broker at renewal. Plan design details reflect current Kaiser HMO offering and are subject to carrier confirmation.

Kaiser Medical Actuals vs. Proposals — Corrected 2026–27 Projection

KAISER MEDICAL: ACTUAL RUN-RATE VS. PROPOSED RENEWAL

Year	Medical Enrolled	Platinum / Gold Split	Actual / Run-Rate	Proposed Renewal	Increase
2024–25	46 enrolled	32 Platinum / 14 Gold	$681,805	$767,283	+$85,478 / +12.5%
2025–26	43 enrolled	31 Platinum / 12 Gold	$667,920	$735,091	+$67,171 / +10.1%

Key Finding: The 2025–26 actual Kaiser run-rate ($667,920) came in $99,363 below the 2024–25 proposed renewal ($767,283) — 13% under the prior proposal — driven primarily by census reduction (46→43 enrolled, Platinum 32→31, Gold 14→12). Trend matters, but enrollment behavior matters more.

FY 2025–26 BLENDED KAISER ACTUAL (BENEFIT YEAR BEGAN SEP 1, 2025)

Jul–Aug 2025 (pre-renewal run-rate)	$55,660/mo	2	$111,320
Sep 2025 – Jun 2026 (renewal run-rate)	$61,258/mo	10	$612,576
FY 2025–26 Estimated Kaiser Actual			$723,896

2026–27 PROJECTION — BASED ON $667,920 ACTUAL RUN-RATE

Kaiser Base × 15%

$768,108

$667,920 actual run-rate + 15% planning factor

Enrollment-Adjusted Planning Range

$786K – $857K

43 current enrollees + est. 1–5 net new | 18–22 of 23 new staff expected to waive

Provisional consent today · Final cost reporting and ratification: August 2026 Board meeting

Powered by BoardOnTrack

New Staff Enrollment Assumptions — Why 66 Employees ≠ 66 Enrollees

EXPECTED WAIVER CATEGORIES — 23 ADDITIONAL STAFF

3–5 est. — **Military Veterans — Tricare / VA**

Retired or separating military personnel typically maintain Tricare or VA healthcare eligibility. OMI's mission-aligned hiring often attracts veterans for JROTC, admin, and leadership roles — this group rarely elects employer coverage.

5–8 est. — **Covered as Dependent on Spouse/Partner Plan**

A significant share of school staff — particularly part-time, newer, or dual-income employees — are already covered through a spouse or domestic partner's employer plan and will waive OMI coverage at open enrollment.

4–6 est. — **Recent Graduates — Parental or College Plan**

Under the ACA, young adults may remain on a parent's plan through age 26. Recent college hires at OMI are among the most likely to waive employer coverage, particularly if they are single, healthy, and covered elsewhere.

4–5 est. — **Voluntary Waiver — Young / Single / Self-Insured**

Some younger, single employees in good health simply elect to waive employer coverage, particularly if the employee contribution share is meaningful relative to their salary. This is common in first-year staff cohorts.

2026–27 KAISER MEDICAL COST RANGE FORECAST

Scenario	Net New Enrollees	Total Enrolled	Base Kaiser Cost	+ 15% Trend	Projected Annual Cost
Favorable — high waiver rate	1 net new	44 enrolled	~$683,000	+$102,500	~$786,000
Likely — moderate waiver rate	3 net new	46 enrolled	~$715,000	+$107,300	~$822,000
Conservative — lower waiver rate	5 net new	48 enrolled	~$746,000	+$111,900	~$857,000

Note: Waiver estimates based on OMI workforce composition and typical K–12 school district enrollment decisions.

3744
A
SELF
P,WC

CharterSAFE
BE SAFE • FEEL SAFE

2026-2027 Membership Renewal Proposal

Prepared for Named Member:

Oakland Military Institute College Preparatory Academy

Coverage Effective:

July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 20, 2026 at 9:33 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Thomas,

CharterSAFE is pleased to present your membership renewal for the 2026-2027 year. Your membership includes the following:

For a more detailed listing of our member services, please contact your primary member servicer Kobié Jacobs at kjacobs@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

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MEMBER CONTRIBUTION SUMMARY

Named Member:

Oakland Military Institute College Preparatory Academy

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution — **$171,669.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution — **$47,288.00**

PREVENT TRAINING CREDIT — **$1,300.00**

Credit will be applied either by:
1. Payment in full - applied to your full payment due
2. Installment Plan - applied to deposit

Total Member Contribution — **$218,957.00**

Member can choose one of two payment options when accepting the proposal online

Payment in Full - Due Upon Signing - $218,957.00
Installment Plan
- Deposit (25%) - Due Upon Signing - $54,739.00
- 9 Monthly Installments - $18,246.00

You are currently enrolled in the CharterSAFE ACH program. The required payment will be processed once a signed proposal is received, based upon the payment option that you have chosen. To make any changes to your enrollment in the CharterSAFE ACH program, or if you have any special payment requests, please email Pilar Archer at parcher@chartersafe.org.

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"
4. Payment is due upon signing of the proposal

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

3877 Lusk St.
Oakland, CA 94608-3822

Member contributions are calculated based on the exposures provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

Student Count	**500**
Employee Count	**66**
Annual Estimated Payroll	**$4,400,000.00**
Total Insured Value	**$21,750,050.00**
Building Value (owned or required to insure)	$17,691,300.00
Tenant Improvements	$500,000.00
Portable Value	$811,800.00
Content Value	$1,731,750.00
Electronic Data Processing (EDP) Value	$1,015,200.00
Number of Portables	**20**

Scheduled Locations and Breakdown of Exposures

Location ID: 25964
Primary Campus, Main Hall

Oakland, , 94608-3822
Leased/Owned: **Leased**

Students:	**140**
Employees:	**24**
Payroll:	**1,897,000.00**
Total TIV:	**21,399,600.00**
Building Value:	8,221,500.00
Tenant Improvements:	500,000.00
Portable Value:	0.00
Content Value:	812,750.00
EDP Value:	298,000.00
# of Portables:	**0**

Location ID:
Primary Campus, C Wing

, ,
Leased/Owned: **Leased**

Students:	**60**
Employees:	**11**
Payroll:	**692,000.00**
Total TIV:	**0.00**
Building Value:	2,808,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	175,250.00
EDP Value:	129,300.00
# of Portables:	**0**

Location ID:
Secondary Campus, B Wing

, ,
Leased/Owned: **Leased**

Students:	**150**
Employees:	**14**
Payroll:	**759,000.00**
Total TIV:	**0.00**
Building Value:	5,850,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	432,000.00
EDP Value:	298,600.00
# of Portables:	**0**

Location ID:
Primary Campus, A Wing

, ,
Leased/Owned: **Leased**

Students:	**125**
Employees:	**13**
Payroll:	**805,000.00**
Total TIV:	**0.00**
Building Value:	744,150.00
Tenant Improvements:	0.00
Portable Value:	744,150.00
Content Value:	285,500.00
EDP Value:	251,300.00
# of Portables:	**19**

Location ID:
Primary Campus, Classroom #20

, ,
Leased/Owned: **Leased**

Students:	**25**
Employees:	**4**
Payroll:	**247,000.00**
Total TIV:	**0.00**
Building Value:	67,650.00
Tenant Improvements:	0.00
Portable Value:	67,650.00
Content Value:	26,250.00
EDP Value:	38,000.00
# of Portables:	**1**

Vehicles

Vehicle Type	Make	Model	Year	VIN
Van	Ford	Transit	2016	1FMZK1YM3GKB32839
Van	Ford	Transit	2016	1FMZK1YM4GKA17599
Van	Ford	Transit	2016	1FMZK1YMXGKB32840
Van	Ford	Transit	2018	1FMZK1YM6JKA04019
Van	Ford	Transit	2018	1FMZK1YM2JKA04020
Van	Ford	Transit	2018	1FMZK1YM4JKA04018

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2025**
Employment Practices Liability Retroactive Date: **07/01/2025**
Fiduciary Liability Retroactive Date: **07/01/2025**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and Named Member aggregate	$25,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and Named Member aggregate	$15,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and Named Member aggregate	$0
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and Named Member aggregate	$0 $2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and Named Member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kobié Jacobs at kjacobs@chartersafe.org

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2025**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and Named Member aggregate	$0 if training mandate* is fulfilled $125,000 if training mandate* is not fulfilled
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	
***Training Mandate** Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible.		
CLAIM means: a CLAIM or **SUIT** arising out of **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** will be deemed first made against a **COVERED PARTY** during the **PERIOD OF COVERAGE** and reported to **CCS JPA** as required by the reporting condition shown in SECTION IV CONDITIONS.		

Investigation Coverage (NEW)

Coverages	Limits	Deductibles
Childhood Sexual Assault, Abuse or Neglect Investigation	$25,000 per Incident and $50,000 Named Member aggregate	$0 if training mandate* is fulfilled
Coverage: To pay the expense of an investigation of facts or circumstances of a reported incident that may give rise to a **CLAIM** or **SUIT** involving any actual or alleged **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** against **NAMED MEMBER**.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and Named Member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and Named Member aggregate	$0 $1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/ **claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities	$1,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Forgery or Alteration		$2,500 per occurrence
Employee Dishonesty		$5,000 per occurrence
Computer and Funds Transfer Fraud		$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Kobié Jacobs at kjacobs@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

Optional Flood and/or Earthquake Coverage: If interested in obtaining a separate policy for flood and/or earthquake coverage, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kobié Jacobs at kjacobs@chartersafe.org		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$10,000 per pollution condition
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate See "Exposures & Locations" section for schedule limits Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $750,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $75,000 per **claim**
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CharterSAFE

BE SAFE • FEEL SAFE

WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

THANK YOU
FOR BEING A
CharterSAFE MEMBER

Protecting Schools. Promoting Safety. Customizing Insurance.

LAW OFFICE OF
SARAH
SUTHERLAND

858.869.5325
sarah@slslawcorp.com
1844 Narragansett Court
San Diego, CA 92107

May 22, 2026

VIA EMAIL ONLY

Dr. Mary E. Streshly, Superintendent
Oakland Military Institute
College Preparatory Academy
3877 Lusk Street
Oakland, CA 94608

Re: Proposal for Legal Services

Dear Dr. Streshly:

Thank you for the opportunity to provide legal services to the Oakland Military Institute College Preparatory Academy ("OMI"). This letter shall serve to outline the terms and conditions of our representation of OMI. If you have any questions concerning any of the information provided in this letter, please call me.

1. Scope of Services.

Our responsibilities will be representing OMI in matters for which you request representation from my firm, from time to time as OMI may request, upon our mutual agreement.

2. Fees.

The measure for our services will be the actual time expended performing legal services at hourly rates in effect at the time services are performed for the lawyers and paralegals who are directly working on the matters for which you have retained us. For the 2026-2027 fiscal year, we will charge OMI at the following rates: Partner: $395/hour; Associates: $345/hour; Paralegals: $235/hour. Our firm does not charge for clerks or any time on administrative work. These rates and this agreement are subject to yearly cost of living adjustments, which shall be limited to actual cost of living adjustment and not exceed five (5%) percent.

3. Costs and Other Expenses, Charges.

In addition to our fee, OMI is required to reimburse us for all expenses we incur on its behalf, including expert witness fees, court reporters, travel costs, postage, messenger services, computer research time, printing costs and the like. We will bill you our direct costs for these expenses without mark-up.

4. Billing Practices.

We will send an invoice to OMI monthly, that detail fees, costs, and other expenses incurred during the previous month. These invoices will be of sufficient detail to enable you to determine the nature fees, costs, and other expenses. Payment is due upon receipt.

5. Termination of Representation.

The attorney-client relationship is one of mutual trust and confidence, and OMI is free to terminate our relationship at any time. We are also free to terminate the relationship at any time, and should that unlikely event occur, we will do so in a manner which complies with applicable law, court rules and the Rules of Professional Conduct of the State Bar of California. These rules permit us to withdraw if, among other reasons, your conduct renders it unreasonably difficult for us to carry out the representation effectively.

6. Professional Liability Insurance.

Law Office of Sarah Sutherland, P.C. carries professional errors and omissions liability insurance. No representation is made by Law Office of Sarah Sutherland, P.C. as to "insurance coverage" for the types of service which we may perform for OMI.

7. Mediation, Binding Arbitration and Related Fees and Costs.

We look forward to a beneficial and mutually productive relationship with OMI. If OMI becomes dissatisfied for any reason with the legal services we have performed, or any costs or expenses charged while doing so, please bring that to our attention immediately. We hope to resolve those as soon as possible through good faith discussions between the parties. If any such dispute cannot be resolved by discussions between us, we agree to engage in mediation and, if mediation is unsuccessful, through binding arbitration, rather than through court proceedings. Therefore, the parties will first attempt to resolve all disputes through mediation with a mediator mutually agreed to by the parties, with costs shared equally.

To the extent mediation is unsuccessful in resolving any dispute, the parties agree to proceed with binding arbitration. Arbitration is a process by which both parties to a dispute agree to submit the matter to an arbitrator and to abide by the arbitrator's decision. In arbitration, there is no right to a trial by jury, and the arbitrator's legal and factual determinations are generally not subject to appellate review. Rules of evidence and procedure are often less formal and rigid than in a court trial. Arbitration usually results in a decision much more quickly than proceedings in court, and the attorneys' fees and other costs incurred by both sides are usually substantially less. Of course, you are encouraged to discuss the advisability of arbitration with other counsel or any of your other advisors and to ask any questions which you may have.

Any dispute based upon, arising out of or relating to our engagement, this letter agreement and/or the performance or non-performance of services (including, without limitation, claims of professional negligence) as well as any dispute as to the arbitrability of any such claims will be subject to binding arbitration to be held in San Diego County, California before a retired California superior court judge pursuant to the commercial arbitration rules of the American Arbitration Association. The arbitrator's award will be final and binding and

judgment thereon may be entered in any court of competent jurisdiction. As a practical matter, by agreeing to arbitrate all parties are waiving the right to a jury trial.

In any dispute, at any stage, including mediation or arbitration, the parties shall bear their own attorneys' fees and costs.

8. File Retention and Destruction.

As matters conclude, we will close them, and then retain a client file of that matter for a period of three (3) years. We may store some or all client file materials in a digital format. In the process of digitizing those documents, we will return to you any original paper documents provided by you. We will not return copies of paper documents provided by you unless you request those copies in writing. After a paper document is digitized, we will destroy all paper documents in the client file, subject to the exceptions noted above. At the expiration of the 3-year period, we will destroy all client file materials unless you notify us in writing that you wish to take possession of them. This clause applies to any client file materials being held or stored by a third-party vendor.

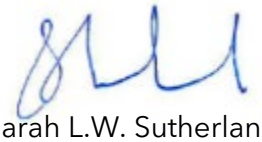
9. Term.

The term of this agreement and our representation of OMI shall begin on the date you indicate by your signature below and continue year to year unless our representation is terminated as indicated herein.

If you agree with the foregoing, please sign this letter, and return it to me. Please keep a duplicate for your records. If you ever have any concerns about our work, please contact me at any time. I look forward to working with you and thank you again for your trust in choosing Law Office of Sarah Sutherland PC.

Very truly yours,

LAW OFFICE OF SARAH SUTHERLAND, P.C.



Sarah L.W. Sutherland

SLS:aa

The undersigned has read and understood this agreement, represents that he or she has the authority to execute this agreement on behalf of OMI, and acknowledges that this agreement is subject to mediation and binding arbitration as provided above. The foregoing accurately sets forth all the terms of your engagement and is approved and accepted on _____, 2026.

By:_____

Title: _____

At its public meeting of _____, 2026, OMI's Governing Board approved or ratified this Agreement.

Coversheet

Salary Schedule Revision

Section: III. Approval of Consent Items
Item: D. Salary Schedule Revision
Purpose: Vote
Submitted by:
Related Material: Salary Schedule 2026-2027 ---6-11-26 BM.pdf
Dean of Climate and Safety Job Description.docx.pdf
Chief Academic Officer2026.docx.pdf
Human Resources Manager 2.docx.pdf
Business Manager 2docx.pdf

BACKGROUND:

The attached salary schedule is submitted for approval with the following changes/additions:

- Added Business Officer Manager (2) position
- Added Human Resources Manager (2) position
- Added Dean of Climate and Safety position
- Added Chief Academic Officer position
- Added Educational Administrative Services Manager position

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve the 2026-2027 Salary Schedule.

OMI Classified and Certificated Management Salary Schedule Fiscal Year 2026-2027
Effective Date: 7/1/2026

CLASSIFIED	Contracted Days					
	NON-EXEMPT	Step 1	Step 2	Step 3	Step 4	Step 5
Math Tutor	185	$30.75	$32.80			
Custodial Technician	260	$24.09	$24.84	$25.61	$26.37	$27.16
After School Program Aide	185	$24.09	$24.84	$25.61	$26.37	$27.16
Paraprofessional Aide/Bilingual Aide	185	$29.21	$30.12	$31.05	$31.98	$32.94
Cafeteria Aide	185	$29.21	$30.12	$31.05	$31.98	$32.94
Administrative Assistant	185	$29.21	$30.12	$31.05	$31.98	$32.94
Attendance Assistant	185	$29.21	$30.12	$31.05	$31.98	$32.94
Office Manager	220	$32.91	$33.92	$34.97	$36.03	$37.09
Registrar	220	$32.91	$33.92	$34.97	$36.03	$37.09
Student Services	220	$32.91	$33.92	$34.97	$36.03	$37.09
Facilities Technician	260	$32.91	$33.92	$34.97	$36.03	$37.09
Campus Monitor	220/185	$29.60	$30.52	$31.46	$32.41	$33.38
Executive Assistant to the Superintendent	260	$34.99	$36.09	$37.18	$38.28	$39.48
Business Technician	260	$34.99	$36.09	$37.18	$38.28	$39.48
Information Technology Technician	260	$34.99	$36.09	$37.18	$38.28	$39.48
Student Data Technician	260	$34.99	$36.09	$37.18	$38.28	$39.48
	EXEMPT	Step 1	Step 2	Step 3	Step 4	Step 5
After School Program Manager (1)	260	$82,138	$84,678	$87,298	$89,916	$92,614
Business Manager (1)	260	$82,138	$84,678	$87,298	$89,916	$92,614
Facilities Manager (1)	260	$82,138	$84,678	$87,298	$89,916	$92,614
Human Resources Manager (1)	260	$82,138	$84,678	$87,298	$89,916	$92,614
Student Data Manager (1)	260	$82,138	$84,678	$87,298	$89,916	$92,614
Information Technology Manager	260	$88,710	$91,453	$94,282	$94,282	$100,023
CBO	260	$158,800	$163,712	$168,775	$173,996	$179,378
Director of Information Technology (IT) and Grant Development	260	$149,415	$154,036	$158,800	$163,712	$168,775
Human Resources Manager (2)	260	$109,269	$112,649	$116,133	$119,616	$123,205
Business Services Manager (2)	260	$109,269	$112,649	$116,133	$119,616	$123,205
CERTIFICATED	EXEMPT	Step 1	Step 2	Step 3	Step 4	Step 5
Director of Teaching & Learning	220	$139,111	$143,413	$147,848	$152,421	$157,136
Dean of Climate and Safety	220	$139,111	$143,413	$147,848	$152,421	$157,136
Director of Student Services	220	$139,111	$143,413	$147,848	$152,421	$157,136
Student Services Coordinator	220	$109,269	$112,649	$116,133	$116,133	$123,205
Chief Academic Officer	220	$158,800	$163,712	$168,775	$173,996	$179,378
Executive Director of Administrative Services	220	$158,800	$163,712	$168,775	$173,996	$179,378
Instructional Coach	190	$107,328	$110,647	$114,068	$117,491	$121,016
Psychologist	200	$96,644	$101,731	$107,085	$107,085	$118,062
SLP/SEL Therapist	220	$96,644	$101,731	$107,085	$107,085	$118,062
SLP/SEL Therapist	185	$89,804	$92,582	$95,445	$98,309	$101,258
Counselor	220	$89,804	$92,582	$95,445	$98,309	$101,258
Counselor	200	$81,640	$84,165	$86,767	$89,371	$92,052
Counselor	185	$75,517	$77,853	$80,261	$82,669	$85,149

One stipend authorized annually	Masters Degree	$500
	Doctorate Degree	$1,000

Additional Stipend Annually	CACC Member	$500

Mental Health or Counselor Intern	$ 28,000

Longevity Annual Stipend-based on consecutive years of service with OMI	
5 YOS	$500
10 YOS	$1,000
15 YOS	$2,000
20 YOS	$3,000
25 YOS	$4,000
30 YOS	$5,000

Board Approved	Thursday, June 11, 2026
Revision Date	Friday, May 15, 2026

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Job Description: Dean of Safety and Climate

Certificated Management

Exempt

Work Year - 220 Days

DEFINITION

The Dean of Climate and Safety, under the direction of the Executive Director of Administrative Services (or superintendent designee) ensures a safe, secure, and conducive environment for both students and staff by providing strategic direction and leadership for safety, critical incidents, and security programs. This critical role sets the strategic direction for the school's security infrastructure and develops long-range goals and objectives aligned with the district's vision and mission.

PRIMARY RESPONSIBILITIES

The Dean of Climate and Safety proactively engages executive leadership, department leaders, military cadre, cadet services and security personnel and cadet leadership in developing safety priorities, defining roles and responsibilities, building capability and creating systems of accountability to ensure safe and secure school campus, classroom, climate and workplace environments. The Dean of Climate and Safety also effectively models and executes disciplinary procedures, cadet due process and liaises and collaborates with local, state and federal law enforcement and county agencies.

ESSENTIAL DUTIES/ RESPONSIBILITIES

These duties are intended only as examples of the various types of essential job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

PROGRAM MANAGEMENT:

Oversee the administration and coordination of discipline, safety, emergency management, and secure school programs, including but not limited to:

- *Emergency Response and Crisis Management*: Directly manages immediate crisis response with operations and executive leadership. Oversees, directly manages and improves upon effective emergency response strategies, including communication and training of school-based personnel. Ensures that regular drills are taking place to prepare all staff and students for various emergency scenarios.

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- *Safety and Cadet Services Personnel:* Directly responsible for providing proper direction to campus security, cadet services personnel and military cadre personnel assigned to support safety culture and climate ensuring the safety personnel adhere to district policies and procedures, including those related to discipline, student rights, privacy, and the use of force.

- *Cadet Progressive Discipline and Multi-tiered Systems of Support*: In cooperation with assigned cadre personnel and in partnership with Academic Support Groups, Wellness and campus security, develops, enforces and implements a progressive disciplinary system that embeds MTSS supports.

- Law Enforcement Coordination: Accountable as the primary liaison between the school and law enforcement and other local safety support agencies regarding student and school safety.

- *Facilities Safety*: develops comprehensive facilities risk assessments to identify potential security threats and develop mitigation strategies to ensure a safe school environment.

- *Behavioral Threat Assessment:* Coordinates with Wellness {Behavioral Health Team} responding to potential behavioral threats, ensuring a proactive approach to student and school safety.

- *Attendance, Truancy, Independent Study and Summer School*: Coordinates tardy sweeps, gate attendance assignments, truancy abatement measures and consequences; oversees attendance clerk activities and parent communication; acts as liaison to ACOE for truancy support; supports summer school supervision and coordination.

STRATEGIC LEADERSHIP:

- Develop and implement a comprehensive safety plan, cadet services “service design”, progressive disciplinary matrix and security scheme – rotations, assignments etc...
- Implements, oversees, and improves upon day-to-day safety, security and discipline operations of the school.

COLLABORATION AND COORDINATION:

- Lead and coordinate the school’s response to critical incidents, ensuring effective communication and action.
- Develops and implements a safety-focused communication strategy, including: the cadet handbook, staff progressive discipline guidelines, internal communications to school

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community members (staff, students, families), and speaking publicly before the Board, staff, and parents.

STAKEHOLDER ENGAGEMENT:

- Engage with the administrative services, safety committee, instructional leadership team, and operations to develop safety priorities and define roles and responsibilities.
- Coordinates safety activities such as workshops with school administration and other public safety agencies.
- Develops and maintains cohesive parent/school/community partnerships, especially with student groups. These partnerships include community partners that provide services directly to our school sites and partnerships with community groups to engage with guidance and feedback around safety measures
- Fostering positive relationships between security staff, students, staff, and the broader school community to promote a safe and welcoming environment.

INCIDENT RESPONSE AND INVESTIGATION:

- Serve as the primary point of contact for all safety, disciplinary and security incidents.
- Conduct thorough investigations of safety incidents and implement and/or direct corrective actions and disciplinary consequences as appropriate.
- Maintain detailed records of incidents and safety measures for reporting, compliance and analysis.

POLICY DEVELOPMENT AND IMPLEMENTATION:

- Develop and update district-wide safety policies and procedures.
- Ensure consistent application of safety policies across all schools and departments.
- Monitor and assess the effectiveness of safety policies and make recommendations for improvement.
- Review and recommend language to the Board, Superintendent, and other senior leadership concerning legislation to address the needs of all students and staff; recommend additions and/or revisions in policy, regulations, and procedures for review

STAFF SUPERVISION AND PROGRAM SUPPORT:

- Under the direction of the ED of Administrative Services, oversee organizational management in all assigned areas.
- Inform the ED of Administrative Services in assessing, evaluating, and providing for training and professional development of department staff.

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- Create communication, collaboration and coordination processes that assure all staff are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support.
- Establish an environment in which staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
- Assist the ED of Administrative Services in Supervising, evaluating, and holding accountable the performance and professionalism of assigned staff; and recommending transfers, reassignments, terminations, and disciplinary actions
- Establish a system of data collection and analysis that provides for continuous assessment of program effectiveness, changing needs and CALPADS reporting requirements.
- Support Data Manager in development of the master schedule.
- At least annually, conducts a comprehensive assessment review of all safety programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in need of change.
- Prepares structured presentations to leadership and/or the board of education to share program evaluation results.
- Prepare annual reports, in conjunction with collaborating Departments
- Perform related duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree from an accredited college or university
- Four (4) years of experience in strategic and operational planning, budgeting, and supervision of staff
- Four (4) years of experience in a supervisory role within the fields of student services, student discipline, campus security and classroom education

PREFERRED QUALIFICATIONS

- Experience managing conflict, deescalation and emotionally charged situations
- Experience serving on the safety committee, within cadet services or other groups focused on safety
- Experience conducting investigations, searches, Title IX and due process disciplinary procedures
- Experience in middle and high school levels
- Progressive experience with emergency critical incidents
- Experience developing internal and public-facing communications.

SKILLS:

- Excellent oral and written communication;

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KNOWLEDGE & SKILLS

- AERIES advanced proficiency; Computer aptitude;
- Listening and critical thinking;
- Leading adult learning;
- Demonstrated effective leadership, time-management, decision making and problem-solving skills; and
- Public speaking and presentation skills

KNOWLEDGE OF:

- In-depth knowledge of CA Education Code regarding student safety, rights and due process; effective risk management and prevention strategies, emergency response protocols, and applicable laws;
- Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

ABILITY TO:

- Provide direction, model proper procedure;
- Apply a systems approach to problem solving;
- Develop effective working partnerships across all sectors of stakeholders
- Facilitate dissent and conduct difficult and constructive conversations;
- Provide timely and actionable feedback;
- Manage and prioritize time effectively;
- Provoke, inspire and motivate people to make progress toward safety goals;
- Read, interpret, apply and explain rules, regulations, policies and procedures;
- Work effectively across diverse communities;
- The capacity to maintain composure and perform efficiently under pressure, particularly in emergency scenarios; and
- Balance varied input and make rapid, sound, and courageous decisions.

CALENDAR AND COMPENSATION

- Certificated Management Salary Schedule

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PERSONAL QUALITIES

Appearance, grooming and personality that establish a desirable example for students.

PHYSICAL REQUIREMENTS

Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position. The preceding job description has been designed to indicate the general nature and level of work performed by the employee within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required for 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).*

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Job Description: Chief Academic Officer

Certificated Management

Work Year - 220 Days

SUMMARY DEFINITION

Under the direction of the Superintendent, develop and maintain defined expectations regarding teaching and learning across OMI's 6th-12th grade program. Manage and direct staff members to ensure that the necessary educational services and activities meet the needs of cadets; foster strong relationships between cadets, parents, and the staff. Assume the day-to-day management of the school's instructional staff and student support services staff. Coordinate professional learning; identify needed refinements in instructional practices; and direct the implementation of new instructional initiatives to meet state and federal requirements in support of all students.

ESSENTIAL DUTIES/ RESPONSIBILITIES

- Represent the OMI Board and interpret its policies in the school and the community as superintendent designee when assigned.
- Work with teachers and staff to develop and implement a shared instructional framework and identify instructional resources.
- Maintain, direct and execute the educational program and monitor the effectiveness of all instructional programs to meet the needs of OMI cadets.
- Provide instructional leadership through the supervision and evaluation of personnel concerned with instructional programs such as teachers, counselors, instructional advisors, specialists and other assigned staff.
- Promote professional growth of staff through such activities as in-service training, conferences, and graduate work.
- Assume responsibility for the evaluation of certificated staff at the school.
- Exercise leadership by conducting faculty, ILT and other meetings necessary for the efficient functioning of the school; disseminate significant information to teaching and non instructional staff.
- Assist teachers with curriculum development.
- Coach and provide professional development opportunities.
- Oversee all technology, assessment, and data projects for OMI including CAASPP, ELPAC, and CALPADS.
- Supervise the OMI Wellness, CTE/DE Coordinators, Wellness Center, College/Career Center, Department Chairs and Special Education and English Learner programs, compliance and staff as well as non instructional staff related to data management and school office administration.

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- Support Administrative Services in the planning of and participation in school events; e.g., Back to School Night, Open House, New Student Orientation, etc.
- Supervise extracurricular activities as needed.
- Together with the Commandant/Superintendent, and Administrative Services support appropriate student behavior and become involved in student discipline as necessary.
- Perform related duties as assigned.

QUALIFICATIONS

The Oakland Military Institute – College Preparatory Academy (OMI) determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting the prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

Knowledge of:

- Policies, directions, regulations, laws and guidelines pertinent to the administration of the school's educational and recreational programs and activities.
- Techniques and methods of direct and indirect supervision.
- Needs, concerns, interests and problems of the various groups within the community served by the school.
- Child development including physical, emotional, social and intellectual growth, and theories of discipline.
- Record keeping practices including those needed for budget administration, evaluations and overall administration.
- Effective recruitment, selection and training practices.
- Laws related to minors, including suspension and expulsion procedures.
- Curriculum, instructional approaches, educational strategies, outcome-based education, restructuring, and current trends in education.
- Principles of research and evaluation design.

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- Laws, compliance requirements and best practices in the area of Special Education and English Learner programs
- Management, administration, curriculum implementation and instructional expertise.
- Selection, training, and supervision of personnel.

Ability to:

- Effectively manage instructional and non-instructional personnel.
- Evaluate instructional programs and teaching effectiveness.
- Communicate effectively with a wide variety of people including staff, students and parents, both orally and in writing.
- Maintain close contact with the community, working closely with children's homes, public agencies and parents.
- Assess student and staff needs and incorporate them into day-to-day decision making.
- Recognize problem areas and take corrective action.
- Maintain control and objectivity during stressful situations.
- Identify individual student needs, strengths and challenges.
- Delegate responsibilities and tasks, oversee their completion and provide necessary input.
- Plan, organize and chair meetings.
- Implement effective business systems that ensure proper stewardship of school funds.
- Administer a budget and resolve educational needs within its confines.
- Physically perform job tasks.
- Create and maintain a safe, orderly, positive, and effective learning environment.
- Employ and monitor desired accounting procedures in the maintenance of all fiscal records.
- Maintain a balanced budget and make sound fiscal decisions focused on support of students and the classroom.
- Work with a diverse student body and staff.
- Create and maintain an environment of respect and fairness for all staff and students.
- Think strategically and solve problems proactively.
- Work toward social justice and equity for all children, based on a belief that all students can achieve at the highest level regardless of demographics.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

- A minimum of five (5) years of administrative experience as a school leader *(strongly desired)*.

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- Professional administrative credential and/or master's degree in education, business administration, public administration or equivalent *(strongly desired)*.
- Extensive academic knowledge and/or hands on experience with academics with/in charter schools *(strongly desired)*.

At least five years' experience in the education field, preferably in the following format:

- A minimum of five years teaching in a low socioeconomic school with demonstrated exemplary results in measurable student achievement.
- At least two years of leadership (teacher or administrative) in a low socioeconomic school with demonstrated exemplary results.

OTHER REQUIREMENTS

Physical Requirements: Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist; reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information in person or on the telephone and to make presentations.

Personal Qualities: Appearance, grooming and personality that establish a desirable example for students.

Oakland Military Institute – College Preparatory Academy is an Equal Opportunity Employer. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We actively strive to build a diverse and experienced team of educators. Reasonable accommodations are made under the Americans with Disabilities Act as required by law.

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Job Description: Human Resources Manager

Classified: Exempt

Work Year - 260 Days

SUMMARY DEFINITION

Requires specialized subject matter expertise in human resources (HR) processes, procedures and compliance. Plans, organizes, and monitors the day-to-day personnel functions in the HR functions of the school. Performs varied and complex technical and advanced clerical duties in the areas of recruitment and selection support, analysis and maintenance of credentials, HRIS administration, job classification and description, and employee relations. Makes decisions and presents recommendations concerning critical personnel management operations. Works collaboratively with the business office and payroll staff to administer employee benefits and payroll functions as required in a centralized employee benefits system. Meets frequently with the Superintendent, other administrators, independent service contractors, other policy makers and internal staff to plan and direct activities, negotiate contracts, and arrive at solutions to program and project issues and concerns.

ESSENTIAL DUTIES/ RESPONSIBILITIES

- Plan, organize, direct and administer the certificated and classified service human and monetary resources of the Human Resources operational programs and projects to ensure that aims, goals and objectives are accomplished within prescribed priorities, time limitations and funding.
- Plan, organize, and direct the administration of the certificated and classified personnel classification and compensation plans, compensation placement, and promotional processes in compliance with policies, rules, regulations, and guidelines.
- Plan, coordinate and manage the preparation of board resolutions regarding the Human Resources department.
- Develop certificated and classified service employee agreements, and administer, monitor and review employee/employer issues and concerns to ensure compliance with employee handbook.
- Manage personnel procedures related to applications, eligibility, resignation, reemployment, vacation, leave of absence, compensation, licensing and certifications as applicable for both classified and certificated personnel.
- Confer with professional, technical and clerical staff to outline service programs and strategic plans, delegate areas of responsibility and establish the scope of responsibility of the program and project coordinators.
- Plan, develop, organize, administer and participate in staff development, in-service training programs, and presentations pertaining to human resources and personnel management planning, and service projection and forecasting.

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- Ensure employee compliance with mandated training and health requirements.
- Review, monitor and audit programs, and take action to modify and revise personnel management operational plans as necessary to accomplish OMI's mission.
- Plan, organize and direct research and development activities in the design and implementation of new and innovative human resource programs and projects.
- Manage, direct, supervise and evaluate the performance of the Human Resources operational, technical, and clerical personnel to ensure compliance with policies, regulation and operational objectives.
- Provide orientation to new employees on compensation and employee benefits.
- Review years of service and placement on the salary schedule.
- Interpret policies and procedures and employee salary agreements.
- Provide counseling to employees regarding their rights, classification, benefits, requirements, retirement, compensation and other related items.
- Ensure accurate and timely position control management and concomitant staffing practices in conjunction with the Business Services department.
- Provide assistance to all personnel in interpretation of charter school policies including leaves of absence, retirements, credentials, salary placement and transfers.
- Audit, monitor and manage credential requirements for OMI employees.
- Maintain accurate records of OMI staff allotments, staffing needs, and leaves of absence.
- Prepare employment salary and hourly agreements for all personnel.
- Verify, update and maintain the position control system. Verify salary pay requests with position control.
- Coordinate and maintain workers' compensation claims and employee related workers' compensation functions.
- Prepare and process a variety of state, federal and retirement reports.
- Monitor the substitute teacher and substitute staff processes.
- Process verification of employment and EDD/SDI benefit audits.
- Travel for department/school business.
- Other related duties as assigned.

TEACHER INDUCTION PROGRAM

Serve as the primary liaison between OMI and the Sacramento County Office of Education Teacher Induction Program (SCOE). As a state-mandated support system for a two-year job-embedded mentoring program and support for newly credentialed educators.

- Manage budget, coordinate professional development, ensure compliance with CTC, and track candidates toward clearing their credentials.
- Keep up to date with CSTP, mentoring practices, and credentialing requirements.
- Recruit, train, and supervise experienced mentors to support participating new teachers.
- Organize and lead required meetings for all program participants.

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- Manage enrollment, assignments, communications, grading, and feedback.
- Attend in-person, off-site, and virtual meetings.
- Ensure the MOU is renewed annually.

PAYROLL

- Work closely with the CFO and Business Manager
- Calculate and process monthly and hourly payroll for OMI; perform accurate and timely entry of a variety of data into various computer software programs.
- Use timesheets, timecards, deduction cards, and absence cards in accordance with OMI procedures, negotiated contracts, and other rules and regulations.
- Perform research and calculations necessary to issue regular and emergency pay warrants.
- Review standard and special payroll transactions and make necessary corrections.
- Notify employees of missed punches and review timecards
- Prepare and process a variety of state, federal and retirement reports.

QUALIFICATIONS

The Oakland Military Institute – College Preparatory Academy (OMI) determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting the prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

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Knowledge of:

- Principles, techniques, strategies, goals, and objectives of public education, and human resource and personnel management practices and trends.
- Principles, practices, methods, and trends of organization and management of human resources and both certificated and classified service, personnel management, charter operational programs and projects.
- Federal, state and county laws, codes and regulations concerning human resources and personnel management programs.
- Evaluation strategies and techniques for determining program and project, and staff effectiveness.
- Principles, practices, methods and techniques of budget preparation and fiscal administration.
- Techniques in human resources and personnel management.
- Personnel management principles and practices, including staff development and training, supervision and performance appraisal.
- Human relations and conflict resolution strategies and team building principles and techniques.
- Safe working methods and procedures.

Ability to:

- Effectively plan, organize and direct diverse human resource and personnel management programs and services.
- Analyze, assess, and interpret statistical and programmatic data and apply gained insight into program and project administration and supervision.
- Develop, monitor and manage budget development, and prepare fiscally related management reports.
- Analyze complex personnel management issues, and develop appropriate solutions.
- Effectively negotiate program and project objectives and evaluation criteria, and monitor and audit program and project outcomes in accordance with prescribed procedures, standards and guidelines.
- Communicate effectively in oral and written form; establish and maintain effective working relationships.
- Effectively and efficiently recruit, select, train and evaluate subordinate personnel.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

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Experience: Five or more years of comprehensive, directly related and progressive experience, including four years of administrative experience in human resources and personnel management.

Education: Experience in personnel administration or closely related fields can be substituted for education. Bachelor's degree or higher in education, personnel administration, or closely related field from an accredited institution of higher learning.

OTHER REQUIREMENTS

Physical Requirements: Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist; reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information in person or on the telephone and to make presentations.

Certification Requirement: Human Resources certification (e.g., Professional in Human Resources, ACSA Personnel Administrator Certification, CSDC Human Resources Academy Certification).

Personal Qualities: Appearance, grooming and personality that establish a desirable example for students.

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Job Description: Business Services Manager

Classified: Exempt

Full-Time

Work Year - 260 Days

SUMMARY DEFINITION

Under the supervision of the Chief Financial Officer, the Business Services Manager performs a variety of technical accounting and processing duties requiring excellent communication skills; utilizes specialized financial knowledge and independent judgment involving frequent and responsible public and business contact, back office support liaison and coordination, budget development support and fiscal compliance monitoring and financial audit reporting coordination along with a variety of business office functions including accounts receivable and payroll. This position also supports both the office of the superintendent and the Board of Directors for communications and meeting coordination.

ESSENTIAL DUTIES/ RESPONSIBILITIES

- Support the Superintendent in the coordination of Board of Directors meetings and Board agenda development; facilitate board meeting technical set up, zooms and boardontrack agenda development.
- Calculate and process monthly and hourly payroll for OMI; perform accurate and timely entry of a variety of data into various computer software programs.
- Use timesheets, timecards, deduction cards, and absence cards in accordance with OMI procedures, negotiated contracts, and other rules and regulations.
- Perform research and calculations necessary to issue regular and emergency pay warrants.
- Develop and monitor site budgets with CFO and Superintendent; Process accounts receivable and support accounts payable
- Maintain records on charter funds; monitor expenditures; prepare budget transfers; maintain inventory control; prepare requisitions; process travel forms and purchase orders; receive supplies; receive and verify cash; make bank deposits; prepare bank reconciliation; maintain and establish account classifications; audit accounts to be charged for the availability of funds.
- Act as point for financial audit reporting and OUSD charter office submissions
- Review standard and special payroll transactions and make necessary corrections.
- Organize and maintain a variety of payroll-related files and documents.
- Calculate and process payroll adjustments and changes for new and late starts.
- Process changes for salary deductions and employee status such as assigned work days per year, projected vacation, sick and personal necessity leave balances, step increments, overtime, longevity pay, and other issues related to timely and accurate pay practices.

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- Coordinate with the Chief Financial Officer and Human Resources in the performance of duties.
- Work closely with Human Resources personnel to ensure that new employee information, status changes, and other duties affecting pay are completed accurately.
- Ensure that issues with implications across Financial Services are discussed and resolved with the appropriate personnel.
- Assist in call center operations, answer phones, respond to emails and other correspondence, and assist employees on the phone or in person.
- Assist in troubleshooting technical system problems. Manage pension reporting data entry and issuance.
- Perform related duties as assigned.

CAFETERIA

- Assists in the set-up, preparation, and service of menu items in an efficient, safe, and sanitary manner.
- Properly cleaning and sanitizing all food preparation areas according to established standards of hygiene
- Receives, unloads, stores, and inventories food and supplies from deliveries.
- Organizing and correctly storing food supplies
- Clean-up and handling of leftovers, disposal, and re-stocking of items following meal service.
- Safely operates a variety of kitchen equipment and appliances.
- Works cooperatively with students and adults.
- Record-keeping functions daily for breakfast, lunch, and snacks
- Performs manual and /or software procedures for point of sale for end-of-day reporting.
- Set up salad bar and clean up after service
- Prepare breakfast and lunch during professional development

QUALIFICATIONS

The Oakland Military Institute – College Preparatory Academy (OMI) determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting the prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

Knowledge of:

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- Complex technical procedures, computers and other office equipment.
- Advanced record-keeping techniques; correct English usage, grammar, spelling, and punctuation; telephone techniques, systems and etiquette.
- OMI policies, applicable sections of the state Education Code and other laws and regulations.
- Charter accounting and requirements and procedures.
- Procedures in processing and maintaining financial records.
- Payroll procedures specific to OMI.
- Computer software, hardware, and related technology.

Ability to:

- Perform a variety of complex technical duties involving specialized knowledge and independent judgment.
- Effectively utilize interpersonal skills, including tact, patience and courtesy.
- Communicate clearly; understand and interpret OMI and other rules, policies and procedures.
- Understand and follow oral and written directions; work independently.
- Operate a computer and other office equipment; meet schedules and timelines.
- Maintain records; analyze situations accurately and take appropriate action.
- Work cooperatively with others.
- Complete work accurately and as directed despite frequent interruptions.
- Organize, coordinate and prioritize a large volume of payroll activities.
- Identify and resolve payroll issues in a timely manner.
- Operate personal computers, related software, and other office equipment.

OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY
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EXPERIENCE AND EDUCATION

The ideal candidate may possess any combination of experience and training that would likely provide the required knowledge and skill. A typical way to obtain the required knowledge and skill would be:

Experience: Five (5) years of relevant experience.

Education: Any combination of education, training and/or experience equivalent to: BA degree plus related training/experience.

OTHER REQUIREMENTS

Physical Requirements: Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist; reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information in person or on the telephone and to make presentations.

Personal Qualities: Appearance, grooming, and personality that establish a desirable example for students.

Oakland Military Institute – College Preparatory Academy is an Equal Opportunity Employer. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We actively strive to build a diverse and experienced team of educators. Reasonable accommodations are made under the Americans with Disabilities Act as required by law.

Coversheet

Parent/Cadet Handbook

Section: III. Approval of Consent Items
Item: E. Parent/Cadet Handbook
Purpose: Vote
Submitted by:
Related Material: Cadet _ Parent Handbook 2026-2027 1.pdf

BACKGROUND:

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

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve the 2026-2027 Cadet Handbook.

OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY

CADET / PARENT HANDBOOK

2026-2027

Revised June 2026

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CHAPTER 1: INTRODUCTION

OMI Leadership Team

	Dr. Mary Streshly **Superintendent**
	CMSgt (CA) Thomas James **Commandant**
	MSG Michael Traver **Cadre Supervisor**
	LTC (Ret) Jonathan Pike **Executive Director**
	Mrs. Shawna Lipsey **Director** **Complaint Officer - Cadets**
	Ms. Zandra Texeira **Coordinator**
	Ms. Kathryn Wong **Human Resources** **Ombudsman** **Complaint Officer - Staff**

OMI Mission

The mission of the Oakland Military Institute College Preparatory Academy (OMI) is to prepare each of its cadets to qualify for, and succeed in, leading colleges and universities. OMI, through a traditional military school framework, instills honor, integrity and leadership.

OMI Motto

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

OMI Creed

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

OMI Guiding Pillars

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

- **Academics**: Emphasizing a rigorous curriculum that includes language arts, mathematics, science, history, world languages, fine arts, leadership, and physical fitness. The goal is to prepare cadets to meet and exceed college admissions standards.
- **Leadership**: Developing leadership skills through participation in the California Cadet Corps, where cadets assume increasing responsibilities within a structured military framework.
- **Citizenship**: Instilling a sense of civic duty and ethical behavior, with cadets expected to uphold a code of honor and demonstrate integrity in their actions.
- **College Readiness**: Preparing cadets for post-secondary education by ensuring they complete at least two college courses through dual enrollment programs before graduation.

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

OMI Code of Conduct

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

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

TO BE RESPECTFUL is to honor the fundamental infinite dignity and worth of each individual. It means to treat oneself, others, and the property of others the way we would like to be treated. Respect is at the heart of the golden rule, "Do unto others as you would have done unto you." Cadets do not engage in physical,

verbal, or emotional abuse of others. This includes peers, school staff, and members of the community. They do not bully, harass, or intimidate others. They keep their environment clean and free from vandalism.

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

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

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

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

CHAPTER 2: ACADEMICS

Course Catalog

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

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

Grades & Learning

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

Description of Grades

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

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

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

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

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

Grades are determined according to the standard grading scale, unless otherwise modified by the classroom teacher, who may implement a standards-based or equitable grading system. Please note: a grade of D or F is assigned for scores between 0% and 69.9%. Any score below 70% will result in a failing grade of F.

Letter Grade	Percentage	GPA
A	90% +	4.00
B	80% - 89.9%	3.00
C	70% - 79.9%	2.00
F	0% - 69.9%	0.00

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

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

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

Honor Roll

Cadets are eligible for Honor Roll if they complete a semester earning a TOTAL GPA as indicated below:

- Commandant's List: GPA of 3.0 - 3.4
- Superintendent's List: GPA of 3.5+

Homework

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

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

Late Work Policy

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

Parent Online Access to Grades

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

Academic Commitment and Probation Policy

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

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

Consequences of Academic Probation may include:

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

Academic Grade Level Promotion

Oakland Military Institute (OMI) is a college preparatory academy committed to academic excellence and preparing cadets for success in high school, college, and beyond. In alignment with this mission, cadets must demonstrate both academic achievement and motivation to advance to the next grade level. Promotion or advancement, is contingent upon earning passing grades in all courses and meeting credit requirements.

Cadets who do not meet academic grade-level skill expectations will be required to attend OMI's targeted summer skill-building program (Summer School). This program is designed to help cadets strengthen academic foundations and prepare for the rigor of the next grade. A maximum of 2 courses can be remediated/recovered for summer school. Middle School Cadets who receive a final grade of "F" in any course at the end of the second semester must successfully complete summer school coursework to be eligible for promotion. Failure to do so may result in a recommendation for retention.

All Cadets must meet a minimum of 85% school attendance for the semester in order to meet eligibility requirements for academic grade level promotion. Cadets who do not meet this minimum attendance requirement will be recommended for retention in their current grade level. If a Cadet has below 75% school attendance, shall be recommended for the Cadet Honor Board process in accordance with OMI Policy.

OMI provides a range of academic support opportunities for both Middle School and High School cadets throughout the school year, including an After-School Program, Credit Recovery, Saturday Camps, and before- and after-school tutoring. These supports are designed to help students succeed and stay on track academically.

Despite these interventions, Middle School cadets who earn more than one final grade of "F" in core academic subjects, including Military Science, will not be eligible for promotion to the next grade level unless the failed course(s) are successfully remediated through summer school. Additionally, due to the two-course maximum enrollment limit in summer school, cadets who receive more than two (2) "F" grades in core academic subjects will not be eligible for promotion to the next grade level.

A*cademic progression for cadets in the Special Education program will be determined by the IEP team.*

To be classified as a 10th grader, cadets must have earned at least 60 credits; for 11th grade, 120 credits; and for 12th grade, 180 credits. Cadets who do not meet these credit thresholds will be issued identification badges reflecting their actual grade level. Participation in grade-specific activities (e.g., junior retreat, senior events) will be based on earned credits, not cohort year.

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

Graduation

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

UC a-g Categories (Earned grade of C or above)	**OMI Graduation Requirements**	**Credits**
a (30)	History	30
b (40)	English	40
c (30)	Math	30

d (20)	Science	20
e (20)	World Language	20
f (10)	Vis/Perf Arts	10
g (10)	Military Science/ Student Leaders	20
	Military Science PE/ Student Leaders PE	20
	Elective	25
	Ethnic Studies*	5
	Total	**220**

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

Statewide Testing

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

Dual Enrollment Course Enrollment

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

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

Cal Grant Program for College

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

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

Military Science Curriculum

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

Other Promotion/Graduation Requirements

OMI has a high standard when it comes to our cadets, promoting/graduating and walking the stage is no

different. Walking the stage is a privilege. Refer to the Promotion/Graduation Letter that is provided by ASGs 8 and 12.

- Cadet attendance must be 85% or greater in order to participate in senior activities, to include graduation/promotion
- Maintain appropriate citizenship, and to include their Military Science grade
- Maintain all OMI graduation requirements

Cadet Ranking Structure

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

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

Summer School

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

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

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

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

CHAPTER 3: CADET STANDARDS

Attendance

Purpose

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

General Expectations

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

Excused Absences

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

Absence Verification

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

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

Tardiness

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

# of Tardies	Actions
1-2	Parent/Guardian Notification + Teacher Conference
3	Parent/Guardian Notification + Teacher Conference + Lunch Detention
4-6	Parent/Guardian Notification + Teacher Conference + After School Detention (90 min)
7-10	Parent/Guardian Notification + Teacher Conference + Parent/Guardian/Cadet Meeting (SART Contract) + Extended After School Detention (4 hrs)
10+	Parent/Guardian Notification + Teacher Conference + Parent/Guardian/Cadet Meeting (SARB)
15+	Parent/Guardian Notification + Mini Camp Reset
Tardy Sweep	Parent/Guardian Notification + After School Detention (90 min)
3+ Tardy Sweep Violations	Parent/Guardian Notification + Extended After School Detention (4 hrs)

Truancy

- Definitions:
  - Truancy = 3 or more unexcused absences or excessive tardiness (30+ minutes) without valid excuse
  - Chronic truancy: 10% or more school days missed without valid excuse

# of Unexcused Absences	Actions
1-3	Parent Notification + After School Detention (90 min)
10% Truancy = Letter mailed home	
1st Letter	Parent Notification + Extended After School Detention (4 hrs)
2nd Letter (Certified)	Parent Notification + CST with SART Contract + Reverse Suspension + Loss of Priviledges
3rd Letter (Doorstep)	Parent Notification + CST with SART Contract Review + Reverse Suspension + Loss of Priviledges

4th Letter	Parent Notification + SARB with PACT Referral + Mini-Camp Reset + Loss of Priviledges

Attendance Incentives

To promote exemplary attendance, OMI will recognize cadets with:

- Perfect Attendance Awards (monthly and semester-based)
- Priority consideration for cadet promotions and leadership roles
- Public recognition during regimental events and assemblies

Make-Up Work

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

Leaving Campus

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

Work Permits

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

Eighteen-Year-Old Cadets

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

Attendance and Promotion

Attendance is a key factor in determining academic promotion, eligibility for grade-level events, and participation in extracurricular programs. Excessive unexcused absences or tardiness may result in academic review or promotion denial. Seventy-five percent or lower in attendance shall result in an honor board recommendation.

Tiered Attendance Recognition Program

Tiered Attendance Recognition System

Features:

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

Incentives:

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

Company-Based Competition

Features:

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

Incentives:

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

Quarterly Raffle System

Features:

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

Incentives:

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

Parent/Guardian Engagement Rewards

Features:

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

Incentives:

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

Uniform and Appearance Standards

Purpose

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

Uniform Expectations

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

Appearance Standards

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

Hair Grooming Standards

In alignment with CACC guidelines and the CROWN Act (SB 188), OMI respects the right of cadets to wear natural hair and protective hairstyles, including but not limited to afros, braids, twists, cornrows, locs, and Bantu knots.

- Hairstyles must allow for the proper wear of uniform headgear.
- Hair must be clean and well-maintained; extreme or distracting styles, including symbols or patterns shaved into the hair, are not permitted.
- Headwraps, scarves, or coverings worn for religious or medical reasons are permitted.
- Only neutral colored hair ties are allowed to be worn (no scrunchies, bows, hairnets, etc).

Jewelry and Accessories

- Cadets may wear one small, stud-style earring in each ear (no hoops or gauges).
- No visible facial piercings or +cuts/slits+ are allowed while in uniform, including nose, eyebrow, or tongue rings.
- Watches and medical alert bracelets are authorized.
- Religious symbols may be worn discreetly beneath the uniform if they do not interfere with duties or pose a safety concern.
- If a necklace is worn, it must be religious and be able to be tucked into the shirt.

Uniform Inspections and Accountability

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

Uniform Exemptions and Accommodations

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

Standards for Uniforms and Appearance

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

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

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

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

Basic Uniform Descriptions

Class A Uniform

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

Class B Uniform

This uniform is an item of initial issue . The Class B Uniform as issued, includes the pants, khaki short-sleeved shirt, black dress belt with brass buckle and rank insignia. Accessories worn include a plain white crew neck T- shirt, black dress socks, and appropriate undergarments. Cold weather accessories are allowed as explained in this handbook. Class B Uniform is authorized for Pass in Review depending on the weather.

Class C Uniform (Coyote Brown)

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

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

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

Physical Training (PT) Uniform

This uniform is an item of initial issue. The PT uniform includes a sweatshirt with OMI or Cadet Corps logo, and a black colored crew neck t-shirt with the OMI logo. Accessories worn include a pair of black shorts with the OMI logo, all black lace-up athletic shoes without design or logo (with all black shoe laces), crew length all white/black athletic socks, and appropriate undergarments. Cold weather accessories are allowed as explained in this handbook. The PT uniform is used only for CACC events, or travel for athletics. This is not a duty uniform for any scheduled day of the week.

Inclement Weather Guidelines

Cold Weather: When temperatures drop below 50 degrees, during school hours, an all black beanie, scarf and/or gloves are authorized to wear while outside. Indoor beanie wear is only authorized by 504 support plan or special exception with administrator approval.

Hot Weather: Reference the OMI Heat Index for uniform guidance

Grizzly Dress

Grizzly dress is designed to offer a non-military style uniform while maintaining a professional appearance with a collared polo shirt. Cadets are not permitted to wear jeans, ripped or not, and bulky cargo pants (to include class C pants) that detract from the professional look. Cadets are authorized Grizzly Dress on certain occasions, to include Friday’s and field trips, as described on the field trip permission slip. Below is the breakdown of Grizzly Dress for the SY 2026-2027.

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

High school: Black school issued polo and tan slacks.

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

Candidate Uniform

This uniform is an item of initial issue. The Candidate Uniform is worn by prospective Candidates who have completed all phases of the application process. It is worn during the OMI Summer Camp. Cold weather outerwear and accessories are authorized for purchase and wear by Candidates explained in this handbook. The Candidate Uniform is composed of the following:

- OMI Summer Camp Cap (company color)
- OMI white t-shirt
- OMI black shorts
- OMI black sweatshirt
- OMI black sweatpants
- All-white crew-length athletic socks
- All-black lace-up athletic shoes (with all black shoe laces)

Authorized Footwear (PT and Grizzly Dress)

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

Unauthorized Footwear

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

Grooming Standards

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

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

Eyewear

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

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

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

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

Jewelry

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

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

Female cadets have the option to wear earrings in Uniform. Stud earrings may be screw-on crip-on, or post-type earring in gold, silver, or diamond. Pearls are not authorized to wear in the uniform, but are authorized in formal attire (Class A, and Class B uniform). The earring will not exceed 6mm or ¼ Inch in diameter, and they must be adorned (plain) or spherical (round). When worn, the earrings will fit snugly against the ear. Hoop two-sided, or drop earrings are not authorized. Female cadets may wear earrings only as a matched pair, with only one earring per standard ear lobe. Earrings are not authorized to be worn in the cartilage, industrial, transverse lobe, tragus, or conch part of the ear. Earrings

will not be worn during bivouac or field environments. For the piercings that are not authorized, plastic transparent "spacers" no larger than 1/8 inch in diameter may be worn during school hours. No bandages or Band-Aids or other "disguises" may be worn to hide piercings or jewelry that is not authorized. An official or authorized OMI class ring may be worn by juniors or seniors.

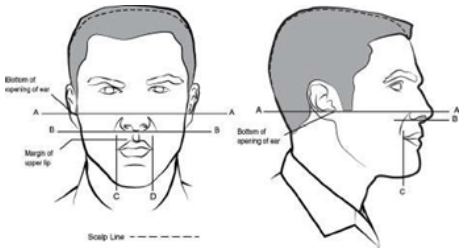
Hair and fingernail standards and grooming policies

Hair

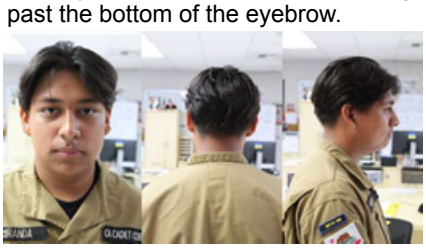
1. **General.** The requirement for hair grooming standards is necessary to maintain uniformity within an OMI cadet population. Many hairstyles are acceptable, as long as they are neat and conservative. It is the responsibility of TAC NCOs and student leaders at all levels to exercise good judgment when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

2. **Male haircuts**. The hair on top of the head must be neatly groomed. The length and bulk of the hair may not be excessive and must present a neat and conservative appearance. The hair must present a tapered appearance. A tapered appearance is one where the outline of the Cadet's hair conforms to the shape of the head, curving inward to the natural termination point at the base of the neck. When the hair is combed, it will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. The block cut fullness in the back is permitted to a moderate degree, as long as the tapered look is maintained. Males are not authorized to wear braids, cornrows, twists, dreadlocks, or locks while in uniform or in civilian clothes on campus, or during school events. Haircuts with a single, untapered patch of hair on the top of the head (not consistent with natural hair loss) are considered eccentric and are not authorized. Examples include, but are not limited to, when the head is shaved around a strip of hair down the center of the head (mohawk), around a u-shaped hair area (horseshoe), or around a patch of hair on the front top of the head (tear drop). Hair that is completely shaved or trimmed closely to the scalp is authorized.
    a. **Sideburns.** Sideburns are hair grown in front of the ear and below the point where the top portion of the ear attaches to the head. Sideburns will not extend below the bottom of the opening of the ear. Sideburns will not be styled to taper, flair, or come to a point. The length of the individual hairs of the sideburn will not exceed 1/8 inch when fully extended.
    b. **Facial hair.** Males will keep their face clean-shaven when in uniform, or in civilian clothes on campus, or during school events. Mustaches are permitted. If worn, males will keep mustaches neatly trimmed, tapered, and tidy. Mustaches will not present a chopped off or bushy appearance, and no portion of the mustache will cover the upper lip line, extend sideways beyond a vertical line drawn upward from the corners of the mouth, or extend above a parallel line at the lowest portion of the nose. Handlebar mustaches, goatees, and beards are not authorized. If appropriate medical authority allows beard growth, the maximum length authorized for medical treatment must be specific. For example, "The length of the beard cannot exceed 1/4 inch". Cadets will keep the growth trimmed to the level specified by the appropriate medical authority, but are not authorized to shape the hair growth (examples include, but are not limited to, goatees, "Fu Manchu," or handlebar mustaches).

3. **Haircuts and hairstyles.** The requirements for hair regulations are to maintain uniformity within a military population for female Cadets while in uniform, or in civilian clothes on campus, or during school events, unless otherwise specified. Hairstyles may not be eccentric or faddish and will present a conservative, professional appearance. For the purpose of these regulations, hairstyles are organized into three basic categories: short length, medium length, and long length hair.
    a. **Short Hair.** Short hair is defined as hair length that extends no more than I inch from the scalp (excluding bangs). Hair may be no shorter than 1/4 inch from the scalp (unless due to medical condition or injury), but may be evenly tapered to the scalp within 2 inches of the hairline edges. Bangs, if worn, may not fall below the eyebrows, may not interfere with the wear of all headgear, must lie neatly against the head, and not be visible underneath the front of the headgear. Ears must be exposed. The width of the bangs may extend to the hairline at the temple.

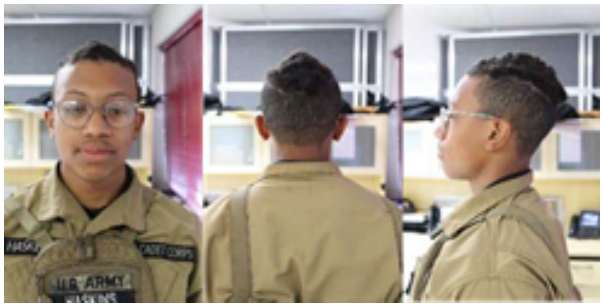


    b. **Medium length**. Medium hair is defined as hair length that does not extend beyond the lower edge of the collar (in all uniforms), and extends more than 1 inch from the scalp. Medium hair may fall naturally in uniform, and is not required to be secured, but ears must be exposed. When worn loose, graduated hairstyles are acceptable, but the length, as measured from the end of the total hair length to the base of the collar, may not exceed 1- inch difference in length, from the front to the layered hairstyles are also authorized, so long as each hair's length, as measured from the scalp to the hair's end, is generally the same length giving a tapered appearance. The regulations for the wear of bangs detailed in paragraph 3-2a(3)(a), apply. The forehead may be partially covered but hair cannot go past the bottom of the eyebrow.



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

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



Authorized short hair Afrocentric braids should be worn against the scalp and should have a consistent spacing between them. The ends of braids should also be secured inconspicuously, avoiding the use of any braid end clips. Braids must not pass the top of the Cadet's ears or eyes.

e. **Hair extensions.** Hair extensions are authorized. Extensions must have the same general appearance as the individual's natural hair and otherwise conform to this regulation.

f. **Wigs.** Wigs, if worn in uniform or in civilian clothes on campus, or during school events, must look natural and conform to this regulation. Wigs are not authorized to cover up unauthorized hairstyles.

Cosmetics.

1. Standards regarding cosmetics are necessary to maintain uniformity and to avoid an extreme or unprofessional appearance. Males are prohibited from wearing cosmetics, except when medically prescribed. Females are authorized to wear cosmetics with all uniforms, provided they are applied modestly and conservatively, and that they complement both the Cadet's complexion and the uniform. Leaders at all levels must exercise good judgment when interpreting and enforcing this policy.
2. Eccentric, exaggerated, or faddish cosmetic styles and colors, to include makeup designed to cover tattoos, are inappropriate with the uniform and are prohibited. Permanent makeup, such as eyebrow or eyeliner, is authorized as long as the makeup conforms to the standards outlined above. EYELASH EXTENSIONS are NOT authorized unless medically prescribed.
3. Female cadets are authorized to wear solid color shades of lipstick that are not extreme. Extreme colors include but are not limited to; purple, bright pink, bright red, gold, blue, black, hot pink, green, yellow, ombre, and fluorescent/neon colors. Natural colors to include tinted glosses are authorized. The optional wear of lip liner colors must match the shade of lipstick being worn.

4. Females will comply with the cosmetics policy while in any OMI uniform or while in civilian clothes on campus, or during school events.

Fingernails.

All cadets will keep fingernails clean and neatly trimmed. Males will keep nails trimmed so as not to extend beyond the fingertip unless medically required and are not authorized to wear nail polish. Females will not exceed a nail length of 1/4 inch as measured from the tip of the finger.

Females will trim nails shorter if the Commandant determines that the longer length detracts from a professional appearance, presents a safety concern, or interferes with the performance of duties.

Female cadets are authorized to wear solid colors and shades of nail polish that are not extreme. Extreme colors include, but not limited to, purple, bright pink, red, gold, blue, black, hot pink, green, yellow, white, grey, ombre, and fluorescent/neon colors, to include French manicure. Colors that are authorized to wear include but are not limited to nude/natural shades, American manicure and light pink. Nail shapes that are extreme and not authorized are ballerina, stiletto, arrow, and coffin. Square and rounded nails are authorized. Female cadets are to conform to the OMI standard when in uniform or while in civilian attire on campus, or during school events.

Cadets will maintain good personal hygiene and grooming on a daily basis and wear the uniform so as not to detract from their overall OMI Cadet military appearance. Cadets will wear appropriate undergarments with all uniforms.

Religious Head Coverings:

1. An accommodated Cadet may wear a hijab (head scarf) made of a subdued material in a color that closely resembles the assigned uniform (generally black, brown, green, tan, or navy blue as appropriate). The material will be free of designs or markings, except that a Cadet wearing the Class C may wear a hijab in a camouflage pattern matching the uniform.
2. The hijab will be worn in a neat and conservative manner that presents a professional and well-groomed appearance. The hijab must be closely fitted to the contours of the head and neck and may not cover the eyebrows, eyes, cheeks, nose, mouth, or chin. The bottom edges of the hijab will be tucked under the Cadet's uniform top and all required headgear will still be worn.
3. Hair underneath the hijab must be worn in a hairstyle authorized for the Cadet in paragraph 3 - 2. The bulk of the Cadet's hair and hijab may not impair the ability to wear required OMI headgear, or impede the ability to perform the Cadet's military duties.

Tattoos/Writing on Body Parts: Cadets may not have permanent tattoos or writing in marker/ink on any visible body parts when in any OMI uniform.

Pockets: Articles carried in pockets will not protrude from the pocket or present a bulky appearance. Keys or key chains will not be attached to the uniform, belt, belt loops, or waistband. Cadets will also not generally keep their hands in their pants pockets except as needed to retrieve an item.

Electronic Devices and Items on the Belt: Cadets may not wear electronics or other items clipped to their belts, nor may they have a chain with a wallet attached to the uniform, belt, belt loops, or waistband. Cell phone "earbuds" or headphones (to include bluetooth devices) are not authorized in uniform.

Lanyards: Cadets may not wear lanyards with any uniform.

Vulgar Language: At all times, cadets are expected to comport themselves in a professional and appropriate manner. Use of vulgar language is prohibited at all times.

Gang Attire: All clothing that constitutes gang-related apparel is prohibited. Such apparel may include, but is not limited to the following:

- Hats or headgear during the academy day other than the issued military headgear (cadets participating in sports requiring a hat may wear the school's athletic hat as part of their sport activity).
- Chains
- Monikers or other gang markings.
- Clothing or jewelry w/ gang or drug symbols.
- Any combination of clothing law enforcement agencies currently considers gang related.

Backpacks: Parents will provide a black single color backpack (hand carried or rolling and without design or logo) for school textbooks and supplies. Writing, drawing, and marking on backpacks, other than a simple, plain notation of the cadet's name, is not allowed. No more than one accessory is authorized for identification purposes.

Umbrellas and Ponchos: Cadets may use umbrellas or clear ponchos on campus. Instead,. If cadets bring an umbrella on campus, it must be able to be stored in their backpack.

Prohibited Items

This list is designed to identify items that are not permitted on campus for safety reasons.

- All hoodies; all sweaters and/or jackets included, regardless if it has an OMI logo or not. The CACC issued hoodie is only authorized for CACC functions outside of the OMI Campus.
- No visible piercings except for the ears; this includes facial piercings (tongue, lip, cheek, nose, and eyebrows) - this policy is gender neutral. All piercings will be removed or your grade will be impacted under citizenship until fixed.
- There is no outside food or drinks to be delivered. If a cadet is to bring fast food, it needs to be in a lunch bag or their backpack and not consumed during academic instruction
- All food deliveries made to campus will be held until school is released
- Sales of any items are prohibited outside of an authorized fundraiser
- No chewing gum
- No blankets/bedding allowed on campus
- No aerosol sprays, colognes or perfumes to be sprayed while on campus
- No flat irons/curling irons
- No weapons, replicas or items that will cause harm to anyone else, all items in your possession should have an academic purpose
- No duffel bags, large purses or any bag not deemed necessary for a student to succeed in the classroom
- Ski masks or full face coverings
- Hair accessories (wave caps/durag, bonnets, colored bows, scrunchies, beads, hair nets etc.)
- Non-clear water bottle

Technology

Privacy and Safety

- Do not go into chat rooms or send chain letters.
- Do not open, use, or change computer files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords, or other personal identifying information of other people.
- Remember that data storage and transmission are not guaranteed to be private or confidential.
- If you inadvertently access a website that contains obscene or otherwise offensive material, notify a teacher or the administration immediately so that such sites can be blocked from further access. This is not merely a request; it is a responsibility.

Legal Propriety

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or guardian.
- Plagiarism is a violation of the Student Misconduct and Progressive Discipline Policies. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use of AI generative technologies (ChatGPT, Midjourney, etc.) for student work/homework is strictly prohibited.
- Use or possession of hacking software is strictly prohibited, and violators will be subject to disciplinary action.
- By signing the Acceptable Use Policy (AUP), you allow your student to access the following additional Google services that require parental consent: YouTube, Google Bookmarks, and Google Translate.

E-Mail

- Always use appropriate language.
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam.
- Students should maintain high integrity with regard to email content.
- No private chatting during class without permission.
- OMI email is subject to inspection by the school.
- Only OMI email accounts may be accessed on these devices, whether at home or at school. (No personal Gmail, Hotmail, etc.)
- No use of social media (TikTok, Instagram, SnapChat, etc) or personal email and chat accounts or any other similar program during the school day.

The student in whose name a system account and/or computer hardware is issued will be responsible at all times for its appropriate use. Non-compliance with the policies of the Chromebook Handbook or Use of Technology Resources Policy will result in disciplinary action.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use. OMI cooperates fully with local, state, or federal officials

in any investigation concerning or relating to violations of computer crime laws.

Chromebook Policies and Procedures
The individual use of Chromebooks is a way to empower students to learn to their full potential and to prepare them for the world of college and the workplace. Learning results from the interaction among students, educators, parents and guardians, and the extended community. Technology at OMI does not diminish the vital role of the teacher. Our Chromebook initiative integrates technology into the curriculum anytime, anyplace.

The policies, procedures, and information within this document apply to all computers used at OMI, including any other device considered by the administration to come under this policy.

Teachers may set additional requirements for technology use in their classrooms.

Receiving Your Chromebook
Chromebooks will be distributed within the first few weeks of school as we get devices and student accounts set up, as well as the signing and return of Acceptable Use Policy (AUP) documents from parents/guardians. At the moment of device distribution (Chromebook, Charger, and Sleeve), students will sign the Chromebook Distribution Agreement.

Upon signing, students have 1 month to report any damages, malfunctions, or other issues in regard to the equipment they have received. After one month, student equipment will be assumed to be in good working condition- any other damages to be repaired will need to be paid out of pocket or otherwise be covered by insurance if a policy has been purchased for the device.

Student Chromebooks will be collected at the end of the school year for maintenance and cleaning.

Taking Care of Your Chromebook
Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the Technology Help Desk immediately.

General Precautions
- No food or drink is allowed next to the Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Students should never carry their Chromebooks while the screen is open.
- Chromebooks must remain free of any writing, engraving, drawing, stickers, or labels that are not the property of the OMI School.
- Chromebooks must never be left in a car, public place, or any unsupervised area.
- Students are responsible for keeping their Chromebook's battery charged (at home) for school each day.

Carrying Chromebooks
The protective sleeves provided with Chromebooks have sufficient padding to protect the Chromebook from normal treatment and provide a suitable means for carrying the computer within the school. The guidelines below should be followed:
- Chromebooks should always be within the protective sleeve when carried.
- Do not carry other objects in the Chromebook sleeve
- Do not put the Chromebook at the bottom of your backpack.

Screen Care
The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Do not lean on the top of the Chromebook when it is closed.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover, including heavy textbooks, or other school equipment and supplies.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft, dry cloth or an anti-static cloth.

Chromebook Identification
Student Chromebooks will be labeled in the manner specified by the school. Chromebooks can be identified in the following ways:
- Record of serial number and computer naming schema.
- Individual User account name and password

Storing Your Chromebook
When students are not monitoring Chromebooks, they should be stored in their backpacks. Nothing should be placed on top of the Chromebook. Students are encouraged to take their Chromebooks home to charge every day after school, regardless of whether or not they are needed for homework. Chromebooks should not be stored in a student's/family's vehicle at school or at home.

Chromebooks Left in Unsupervised Areas
Under no circumstances should Chromebooks be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the Brigade Hall, lobby, library, unlocked classrooms, cafeteria, dressing rooms, gym stage, the field, and hallways. Unsupervised Chromebooks will be confiscated by staff and taken to the Office. Disciplinary action may be taken for leaving your Chromebook in an unsupervised location.

Using Your Chromebook at School
Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules will be accessed using the Chromebook computer. Students must be responsible to bring their Chromebook to all classes, unless specifically advised not to do so by their teacher.

NOTE: *Chromebooks must be brought to school each day fully charged.*

Chromebooks Left at Home
If students leave their Chromebook at home, it is their

responsibility to check out a Chromebook loaner when the Technology Help Desk is open (8 AM - 4 PM) and during breaks or passing periods. Leaving class to check out loaners will not be permitted. Repeat violations of this policy will result in disciplinary action.

Chromebook Undergoing Repair
Loaner Chromebooks may be issued to students when they leave their Chromebooks for repair at the Technology Help Desk located in room 9A.

Chromebook Loaners
In order to receive a Chromebook loaner, the student must drop off something of equal value at the Technology Help Desk located in room 9A.

Charging Your Chromebook
Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Repeat violations of this policy will result in disciplinary action.

NOTE: *Chromebooks must be brought to school each day fully charged.*

Sound
Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Students may purchase their own headphones/earbuds; they are only to be used when given permission by a teacher.

Chromebook FAQs
Q: What is Chromebook insurance?
A: *For the 2026-2027 school year, OMI is giving families the option of purchasing Chromebook insurance. Flyers will be provided during registration, and OMI strongly recommends families purchase this insurance to protect themselves from getting charged for damage or loss. Additional details will be provided during registration when insurance flyers are distributed.*
Due to the high cost of replacements, families are strongly encouraged to purchase Chromebook insurance at the beginning of the year.

Q: My family has purchased one insurance policy. Does that mean all students in my household are covered?
A: *No, an insurance policy only covers one specific device. If multiple students are in one household, a policy will need to be purchased per device.*

Q: My student is in 6th grade. Do we need an insurance policy? A: *No. Students in 6th grade will not be bringing any devices home, therefore, a policy is not needed. Only families with students in 7th to 12th grade are eligible for insurance.*

Q: What if I already have another model or brand of computer? A: *Personal laptops will not be allowed on campus. OMI staff will not provide maintenance service or assistance for devices not owned by the school.*

Q: Can I have my Chromebook computer over the summer?
A: *No. All Chromebooks will be collected at the end of the school year for general maintenance, cleaning, and software installation purposes.*

Q: Can I let my friend/ sister/ cousin/ neighbor borrow my Chromebook? A: *No. Each Chromebook is assigned only to one student. Any damages caused by lending your Chromebook will be placed solely on you.*

Q: What if my Chromebook is stolen?
A: *If your Chromebook is stolen, please file and provide a police report to the Technology Help Desk located in room 9A and notify the appropriate OMI personnel. Depending on the severity of the situation, we will assess our options and follow through as necessary.*

Q: What will I do without a computer in my classes if my Chromebook unit is being repaired or while I am replacing it if it is lost or stolen?
A: *OMI stocks a limited number of Chromebook computers that can be loaned out on a first come, first-served basis. If you are in possession of a loaner, treat it as if it were your own computer. You will be responsible for any damage to the loaner unit or for its loss.*

Q: Do I need a printer?
A: *You do not need to own one since most of the work done on the Chromebooks will be submitted electronically.*

Q: If the accessories to my Chromebook are lost or stolen, how much will it cost to replace them?
A: *In the event that Chromebook accessories are lost or stolen, you should report the lost or stolen items to the Technology Help Desk. The cost to replace specific accessories is listed below:*

A. AC Adapter & Power Cord: $50
B. Chromebook Foam Sleeve: $12
C. Total Cost of Chromebook Without Sleeve: $300
D. Chromebook Repair: $100

Electronic Device Policy

Oakland Military Institute is committed to fostering an environment of discipline, focus, and academic excellence, values that align naturally with California's new law restricting student use of personal electronic devices during the school day. OMI has established a clear and comprehensive policy governing the use of cell phones, smartwatches, and other personal devices on campus. We believe that limiting digital distractions empowers our cadets to engage more deeply in their coursework, strengthen peer relationships, and develop the self-discipline that is central to the OMI experience.

To review the full details of our device policy, please click the link below.

CHAPTER 4: CADET SERVICES

Wellness Center

The Wellness Center at Oakland Military Institute College Prep provides a comprehensive, multi-tiered system of support designed to meet the diverse academic, social-emotional, and college/career needs of all students. Aligned with the ASCA National Model and the Mindsets & Behaviors for Student Success, the center offers universal tiered supports as follows:

A. Tier 1 interventions include classroom presentations, academic support, and mental health curriculum to promote a safe and inclusive learning environment for every student.
B. Tier 2 interventions serve students requiring targeted assistance through progress monitoring, small group counseling, and college and career consultations that foster goal-setting and postsecondary readiness.
C. Tier 3 services are individualized and intensive, including IEP support, risk assessments, and referrals to community resources, ensuring that the most vulnerable students receive the advocacy and care they need.

Together, these supports empower students to develop resilience, achieve academic success, and build lifelong skills in alignment with ASCA's emphasis on equity, access, and student achievement.

College & Career Counseling

It is our mission that ALL cadets graduate from OMI ready for college, careers, and life, prepared to pursue the future of their choosing.

Special Education

Oakland Military Institute College Preparatory Academy (OMI) is dedicated to the belief that all cadets can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The OMI provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education cadets enrolled at OMI. We offer high quality educational programs and services for all our cadets in accordance with the assessed needs of each cadet. OMI collaborates with parents, the cadet, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each cadet.

Pursuant to the IDEA and relevant state law, OMI is responsible for identifying, locating, and evaluating children enrolled at OMI with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. OMI shall not deny nor discourage any cadet from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Student Services directly, at: 510-594-3968.

Special Education Services

The Oakland Military Institute (OMI) provides special education services to cadets who have qualified for services and have Individualized Education Programs (IEP). OMI utilizes an inclusive model where specialized academic instruction occurs in the general education classroom to the greatest extent appropriate. Cadets may also receive instruction in a special education Study Skills class. Services are determined based on individual cadet need and may include, but are not limited to:

- Specialized Academic Instruction
- Speech & Language Therapy
- Individual or Group Counseling
- College & Career Transition Services

Cadets with IEPs undergo reevaluations as required in the IEP. Students who are referred for special education consideration receive initial evaluations.

English Learner Services

Oakland Military Institute (OMI) will assure equity in access to rigorous standards-based, college preparatory, curricula for English Learners. OMI defines an equitable educational system as the following:

- Cadets have the opportunity to receive instruction that will produce high academic achievement
- Commitment to cadet achievement through allocating sufficient resources
- Participation, representation and advancement of diverse student groups
- Teaching and learning will be implemented in a culturally relevant manner

OMI will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, cadet identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. OMI will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of cadets and parents.

Unhoused and Foster Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; or are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces,

abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”
5. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Superintendent or designee designates the following staff person as the School Liaison for homeless Cadets ((42
USC 11432(g)(1)(J) & (e)(3)(C).):

Director of Student Services and Special Programs
Oakland Military Institute
3877 Lusk St, Emeryville, CA 94608
(510) 594-3968

The School Liaison shall ensure that (42 U.S.C. 11432(g)):
1. Homeless Cadets are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless Cadets enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless Cadets and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by OMI, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent Cadets under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.
11. For any homeless student who enrolls at the School, a copy of the School’s complete policy shall be provided at the time of enrollment and at least twice annually

Progressive Discipline

Purpose and Scope

This Standard Operating Procedure (SOP) establishes the processes, procedures, and requirements for convening and conducting Cadet Honor Boards (CHB) at the Oakland Military Institute. This SOP applies to all cadets, staff, and administrators involved in the disciplinary tier system and honor board process. (See Appendix C)

Objective

The objective of this SOP is to ensure consistent, fair, and effective implementation of the disciplinary tier system and Cadet Honor Board process. This procedure aims to maintain the structure and discipline that parents and cadets expect at OMI while providing progressive intervention opportunities that support cadet improvement and success within the institution's core principles.

References
- Education Code 47605
- OMI Charter Agreement
- Oakland Unified School District (OUSD) Policies
- OMI Cadet Handbook

Definitions
- **Cadet Honor Board (CHB):** A formal disciplinary hearing conducted to address serious or repeated violations of OMI standards
- **Aeries:** Student information system used for tracking disciplinary infractions
- **TAC:** Tactical Officer or supervising adult
- **Guardian:** Parent, legal guardian, or authorized representative of the cadet

Tier System Overview

The OMI disciplinary system operates on a four-tier escalation model designed to provide progressive intervention and corrective action.

Level 1: Classroom Management

Infractions Include:
- Calling out, off-task behavior, unauthorized movement
- Restroom problems, throwing objects, eye rolling

- Teasing, cursing, cheating
- General disrespect or defiance

Actions:
- Direct intervention/redirection
- If behavior continues: parent contact, Aeries entry, teacher internal discipline

Level 2: Lunch Detention

Criteria:
- Multiple Level 1 infractions
- Outbursts, excessive teasing, vulgar language
- Extremely defiant behavior

Actions:
- Parent contact and Aeries entry
- Lunch detention assignment
- If missed: reassignment to next detention
- If missed twice: automatic Friday after-school detention

Level 3: After-School Detention

Criteria:
- Repeated Level 2 detentions
- Same-day lunch detention from two different staff members

Actions:
- Parent contact and Aeries entry
- Friday after-school detention assignment
- If missed: reassignment to following Friday
- Repeated violations: referral to Level 4

Level 4: Assertive Discipline

Criteria:
- Repeated Level 3 detentions
- Violation of existing contracts
- Out of school suspension
- In school suspension
- Reverse Suspension (Parents attend all day school with their cadet)
- Serious violations including but not limited to:
  - Substance abuse
  - Safety code violations
  - Threats to others
  - Possession of weapons or explosives
- Cadet Honor Board

Cadet Honor Board Process

The CHB process consists of three distinct steps that must be completed in sequence.

STEP 1: CHB NOTIFICATION

A. Initiation Criteria

A CHB shall be convened when a cadet meets Level 4 criteria as outlined above.

B. Notification Requirements

Timeline: Notification must be sent within 5 business days of determining CHB is warranted.

Notification Contents:
- Date, time, and location of CHB hearing
- Summary of infractions leading to CHB
- Uniform requirements (Class A uniform)
- Hearing agenda overview
- Contact information for questions

Recipients:
- Cadet and primary guardian(s) of the cadet
- Copy to cadet's academic file
- Copy to Commandant and Superintendent

C. Uniform Requirements

Cadet must appear in complete Class A uniform:
- Class A jacket and pants
- White or Khaki shirt
- Necktie
- Low quarter shoes
- Hat

D. Failure to Appear

If the cadet fails to appear, OMI will interpret this as lack of acknowledgment and may proceed with disciplinary action up to and including dismissal.

STEP 2: CHB HEARING CONDUCT

A. Board Composition

The CHB shall consist of:
- Cadre Supervisor or designated representative (President of CHB)
- Dean of Cadet Services/ Dean's assistant
- Additional military staff as appointed
- Academic representative (when applicable)

B. Hearing Agenda

i. Cadet Reports to Board
- Formal reporting in Class A uniform
- Verification of identity and attendance

ii. Presentation of Evidence
- Review of disciplinary history
- Documentation of infractions
- Previous interventions attempted

iii. Cadet Response Opportunity
- Cadet may acknowledge behavior and explain conduct
- Guardian(s) may speak on cadet's behalf
- Questions from board members

iv. Board Deliberation
- Private discussion of case merits
- Determination of appropriate action

v. Decision Announcement

- Board announces decision
- Contract presentation (if applicable)
- Dismissal of cadet and guardian(s)

C. Documentation Requirements

All proceedings must be documented including:
- Attendance record
- Summary of evidence presented
- Teacher documentation
- Cadet and guardian statements
- Board decision and rationale

STEP 3: CHB RECOMMENDATION AND CONTRACT

A. Decision Categories

The CHB may render the following decisions:

Retention with Contract:
- Specific disciplinary and/or restorative actions
- Probationary period with defined expectations
- Regular monitoring and check-ins

1. **Category B Referral:**
- Immediate referral to Superintendent for further action
- Used for cases requiring administrative intervention

2. **Category C Referral:**
- Immediate referral to Commandant for dismissal
- Invocation of Education Code 47605
- Used for cases warranting separation from OMI

B. Contract Elements (When Applicable)

Contracts may include but are not limited to:
- Specific service requirements
- Academic performance standards
- Behavioral expectations
- Rank/privilege restrictions
- Written assignments or apologies
- Mentorship responsibilities

C. Contract Execution

All contracts must be signed by:
- Cadet
- Guardian(s)
- Dean
- Commandant of Cadets/Cadre Supervisor

D. Contract Monitoring
- Regular progress reviews
- Documentation of compliance/non-compliance
- Escalation procedures for contract violations

Administrative Requirements

A. Aeries Documentation

All disciplinary actions require Aeries entries:
- Must be completed within 24 hours of incident
- Entries must be detailed and factual
- No outside names should be included (parent visibility)
- Proper infraction categories must be selected

B. Parent Communication
- Levels 2-4 require parent contact
- Contacts must be logged in Aeries
- Follow-up communication as needed

C. Record Keeping
- All CHB documentation retained in cadet file
- Copies provided to appropriate administrators
- Confidentiality maintained per FERPA requirements

Roles and Responsibilities

A. Teaching Staff/TACs
- Implement Levels 1-2 interventions
- Maintain accurate Aeries documentation
- Communicate with parents as required
- Refer to higher levels when appropriate

B. Dean of Student Services
- Oversee Level 3 detentions
- Coordinate CHB proceedings
- Maintain disciplinary records
- Monitor contract compliance

C. Commandant
- Final authority on CHB decisions
- Approve dismissal recommendations
- Ensure policy compliance
- Sign contracts and official documents

D. Superintendent
- Review Category B referrals
- Approve significant disciplinary actions
- Ensure compliance with OUSD policies
- Sign contracts and official documents

Appeals Process

Cadets and guardians may appeal CHB decisions through established OUSD procedures. Appeals must be submitted in writing within 10 business days of the CHB decision.

Review and Updates

This SOP shall be reviewed annually and updated as necessary to reflect changes in policy, procedure, or regulatory requirements.

Discipline Matrix (Appendix C)

CHAPTER 5: OPERATIONS

Overview

Yearly Training Calendar (YTC)

The Yearly Training Calendar (YTC) is a resource for Cadets, staff and families to view what activities are scheduled for the school year. As this is a living document and is updated frequently. We encourage everyone to check this calendar often. For each major change, the title of the YTC will indicate a newer version. Here is the latest version.

Bell Schedule

The bell schedule for OMI School Year (SY) 2026-2027 can be found accessing this document. OMI remains in compliance with required academic minutes as indicated on our SY 2026-2027 bell schedule.

Middle school requirement: 54,000 minutes
High school requirement: 64,800

Campus Hours of Operation

OMI Campus is a closed campus once cadets arrive at school. Cadets are expected to remain on campus until the end of the school day unless otherwise released by their parent or guardian.

Middle school cadets enter through the gate on Apgar Street. Whereas high school cadets enter through the gate on 39th Street.

Campus is open for cadets at 7:15 am. For any cadet that is truant to school (late greater than 30 minutes), must proceed through the front office to receive a truancy notice, and a call home before entering class for the day.

School dismissal is based on the daily bell schedule, but all cadets not in sports, utilizing teacher office hours, or are assigned to the After School Program, are asked to depart campus promptly after the final bell rings and the flag is lowered. Note: Cadets will not be released within the last 20 minutes of the school day due to classroom disruption.

Events

OMI prides itself on offering unique experiences to our Cadets and families that no other school can offer. Please refer to the YTC for more information regarding events. We encourage you to get involved in your school and get the most out of your experience.

Field Trips

A field trip or excursion is defined as an authorized event in which cadets belonging to a specific grade, cadet staff team, club, or team leave the OMI Campus. Extending participation to other cadets not affiliated by grade or activity is not authorized. Field trips supplement classroom learning and encourage new interests among cadets, making them more aware of community resources and helping cadets relate their educational experience to the outside world. Moreover, field trips are a privilege to leave campus and require cadets to be in good standing in regards to citizenship and academics.

CHAPTER 6: CADET EXTRACURRICULAR ACTIVITIES

After School Program (ASP)

The Oakland Military Institute (OMI) After School Education & Safety (ASES) Program offers a free, structured after-school experience for middle school students, funded by California's Proposition 49. The program is designed to support academic achievement, social-emotional development, and physical well-being through a combination of homework assistance, enrichment activities, recreation, and nutritious snacks. It operates Monday through Friday from school dismissal until 6:00 p.m. on all school days.
Attendance and Participation

Regular attendance is a key requirement of the ASES Program due to state funding guidelines. Students must attend at least five days and/or 15 hours per week. Excessive unexcused absences or frequent early releases may result in removal from the program. Parents must notify the program coordinator in advance for excused absences or early pickups, and all early dismissals require proper documentation. Late pickups after 6:00 p.m. are subject to a strike system, which may lead to suspension or dismissal from the program.

Program Activities and Expectations
Students in the ASES Program participate in a variety of activities including intramural sports, arts and crafts, board games, and monthly enrichment sessions that may include guest instructors. Homework support is provided, though parents are encouraged to review their child's work at home. The program emphasizes positive behavior, and students are expected to follow a clear code of conduct. A three-strike behavior policy is in place, with escalating consequences for repeated infractions.

Registration, Health, and Safety
Enrollment in the ASES Program is required annually and is based on a first-come, first-served basis, with priority given to returning students and siblings. A waitlist is maintained for additional applicants. Health and safety are top priorities—students who are ill or have contagious conditions must stay home, and any injuries or illnesses during the program will be reported to parents immediately. Parents must also sign a waiver acknowledging program risks and granting permission for emergency medical treatment and media use.
Family Engagement and Communication

The ASES Program values strong partnerships with families. Parents are encouraged to communicate respectfully with staff, support behavior expectations, and participate in resolving any issues that arise. Field trips and special events may require additional permissions, and families are kept informed through regular communication from the program coordinator. By working together, the ASES Program and families help ensure a safe, enriching, and supportive environment for all students.

Cadet Clubs and Organizations

At OMI, student clubs play a vital role in enriching the educational experience and fostering a sense of community. These extracurricular groups provide cadets with opportunities to explore their interests, develop leadership skills, and build lasting friendships.

Participation in clubs encourages cadets to engage with peers outside of the classroom, promoting teamwork, communication, and time management. Clubs also offer opportunities for community service, competitions, and field trips, which can enhance college applications and resumes. We strongly encourage cadets to get involved early and explore different clubs to find what excites them most.
Clubs are typically cadet-led with OMI staff/cadre advisors who provide guidance and support. Meetings are held before or after school, or during lunch, depending on the club's schedule.

Parents are welcome to support student clubs by volunteering, attending events, or helping with fundraising efforts. Your involvement can make a meaningful difference and show students that their interests are valued both at school and at home.

Athletics

Athletic Activities Eligibility
The purpose of this policy is to establish clear standards for athletic participation at OMI, to ensure that cadet-athletes uphold the highest levels of academic performance, behavior, and attendance. OMI athletics follow the guidelines set forth by the North Coast Section (NCS) and the California Interscholastic Federation (CIF), while ensuring compliance with Title IX regulations to provide equal opportunities for all cadet-athletes. Athletics are a privilege, not a right, and all participants are expected to represent the values of discipline, integrity, and excellence.

1. In keeping with the athletic oversight of the NCS, and CIF Philosophies on Student Eligibility for Interscholastic Athletic Competition (CIF Bylaw 200) the following principles are adopted:
    a. 1.1. OMI affirms that participation in athletics and other extracurricular activities are an important part of the high school experience and that participation in extracurricular activities is a privilege. The privilege of participation is available to Cadets who meet the democratically established standards of qualification as set forth by the governing Board of OMI and in keeping with the principles of the CIF Council
    b. 1.2. CIF Bylaws governing student eligibility are a necessary prerequisite to participation in interscholastic athletics because they:
        i. Keep the focus on athletic participation as a privilege, not a right.
        ii. Reinforce the principle that Cadets attend school to receive an education first; athletic participation is secondary.
        iii. Provide opportunities to participate for Cadets who meet the established standards.

iv. Provide a fundamentally a fair and equitable framework in which interscholastic athletic competition can take place.
v. Provide uniform standards for all schools to follow in maintaining athletic competition.
vi. Serve as a deterrent to Cadets who transfer schools for athletic reasons and to individuals who recruit student athletes.
vii. Maintain an ethical relationship between high school athletic programs and others who demonstrate an interest in school athletics.
viii. Support the principles of “Pursuing Victory with Honor”

c. OMI Standards Of Eligibility (CIF Bylaw 201) OMI adopts all NCS and CIF standards, including the following for eligibility to participate in interscholastic athletics and extracurricular activities. These policies apply to extra-curricular activities that require a cadet to be absent from any portion of the school day (0745-1630 Monday through Friday and Saturdays of Saturday School) and/or represent OMI in any public forum of competition/contest, meeting, or demonstration.

d. Full Eligibility: To be eligible to fully participate in OMI interscholastic athletics or extracurricular activities, **OMI Cadets must be enrolled full-time at OMI (minimum of 20 units) and a official members of their assigned company and:**

i. 2.1.1. Maintain a cumulative unweighted 2.0 grade point average on a 4.0 scale, and have received no “F” grades at the conclusion of the previous grading period:
1. Quarter 1 Eligibility is determined by the 2nd semester grades of the previous school year
2. Quarter 2 Eligibility is determined by the 1st quarter grades
3. Quarter 3 Eligibility is determined by the 1st semester grades
4. Quarter 4 Eligibility is determined by the 3rd quarter grades

ii. 2.1.2. OMI student-athletes are expected to uphold exemplary behavior on and off the field. Cadet-athletes serve as ambassadors for OMI and are expected to model leadership, respect, and sportsmanship at all times. OMI Cadets must demonstrate acceptable citizenship as follows**:** To be eligible for participation, cadets must be in good citizenship standing. The Administration or Dean may elect to place a cadet-athlete who fails to meet these standards on a temporary probation. Disrespectful, unsportsmanlike, or disruptive behavior toward teammates, coaches, officials, opponents, or school staff will not be tolerated. Any cadet-athlete receiving a suspension (in-school or out-of-school) will be ineligible for athletic participation during the suspension period.

iii. 2.1.3. Middle School Cadets must be achieving minimum progress toward meeting OMI’s prescribed middle school promotion requirements. Minimum progress is defined as having completed 30 credits as a second semester sixth grader, 60 credits as a first semester seventh grader, 90 credits as a second semester seventh grader, and 120 credits as a first semester eighth grader

iv. 2.1.4. In the case of High School Cadets, achieving minimum progress toward meeting OMI’s prescribed high school graduation requirements. Minimum progress is defined as having completed 30 credits as a second semester freshman, 60 credits as a first semester sophomore, 90 credits as a second semester sophomore, 120 credits as a first semester junior, 150 credits as a second semester junior, 180 credits as a first semester senior and 220 as a second semester senior.

v. 2.15. Attendance Requirements. Consistent attendance is critical for academic and athletic success
1. Students must attend a minimum of **90%** of school days in a given quarter to be eligible for athletics
2. Students must attend school on the day of a competition or practice to participate. No absences or tardies.
3. Exceptions for excused absences (e.g., medical appointments, family emergencies) must be pre-approved by the administration.

e. **Limited Eligibility**: Limited participation in practices, can't play in interscholastic or extracurricular contests

i. 2.2.1. Cadets with less than a unweighted 2.0 total GPA on their most recent grade report as outlined in 2.1.2

ii. 2.2.2. Cadets with Limited Eligibility may practice and may be on Probationary Eligibility for no more than one semester in length per cadet’s OMI Middle School three-year experience and for no more than one semester in length per cadet’s H.S. four-year experience.

iii. 2.3.5. Cadets must submit OMI Weekly Progress reports to the OMI Athletic Director to maintain Probationary Participation eligibility. Based upon the nature of the cadet’s OMI Weekly Progress report, the Cadet may be granted full Eligible Participation, remain on Probationary Eligibility, or be placed on Limited Participation Eligibility by the Eligibility Board at any time.

f. **Not Eligible**: Cadet may not participate in practices or interscholastic contests or team/extracurricular activities in any way

i. 2.3.1. Cadets with one or more F grades or less than a 2.0 overall or cumulative GPA on their most recent grade report as outlined in 2.1.2, **OR** as determined by the OMI Athletic Eligibility Board may be ruled not eligible.

g. **Probationary Eligibility**

i. 2.3.1. The OMI governing board adopts, as part of its policy, the following provisions that allow a student who does not achieve the eligibility requirements to remain eligible to participate in OMI interscholastic athletics/extracurricular activities during a probationary period.

ii. 2.3.2. A Cadet may request Probationary Eligibility by appealing to the OMI Athletic Eligibility Board. The OMI Athletic Eligibility Board is composed of OMI's Superintendent, Commandant, Principal, and Athletic Director

iii. 2.3.3. A Cadet granted Probationary Eligibility by the OMI Eligibility Board may practice and play in interscholastic and/or extracurricular contests after fulfilling all Probationary Eligibility Contract requirements as determined by the Eligibility Board, which may include after school academic support class attendance and compliance with the provisions of disciplinary or strict disciplinary probation.

iv. 2.3.4. The OMI Eligibility Board determines the beginning and end of a cadet's Probationary Eligibility

2. NCAA Eligibility Information: OMI encourages student-athletes to pursue higher education opportunities, including participation in collegiate athletics. Students interested in playing at the collegiate level must meet NCAA eligibility standards. The links below will provide core classes, core grades, and test scores eligibility information.

- **NCAA Division I Eligibility Requirements:** NCAA Division I Eligibility

- **NCAA Division II Eligibility Requirements:** NCAA Division II Eligibility

The Athletics Department and counseling department will provide resources, support, and guidance to help cadet-athletes understand NCAA requirements, including course selection, standardized testing, and GPA thresholds.

CHAPTER 7: ACCOUNTABILITY

Cadet Rights

Refer to Cadet Services page at oakmil.org

Complaint Policies & Forms

Refer to Accountability page at oakmil.org
To file a complaint, please contact the OMI Complaint Officer, Kathryn Wong at 510.594.3946

Annual Notifications

Refer to Parents page at oakmil.org

Coversheet

Staff Handbook

Section:	III. Approval of Consent Items
Item:	F. Staff Handbook
Purpose:	Vote
Submitted by:	
Related Material:	OMI Employee Handbook 26-27 .docx.pdf

OAKLAND MILITARY INSTITUTE EMPLOYEE HANDBOOK

2026-2027

Revised 6/8/2026

Adopted 6/11/2026

3877 Lusk Street, Oakland, CA 94608

Phone: (510) 594-3900

Website: https://www.oakmil.org/

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SUPERINTENDENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature:_____Date: _____

Please sign/date, tear out, and return to the School, and retain this and book for your reference.

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WELCOME TO OMI!

We are happy to have you join us at OMI. We believe our school is truly unique. We serve a diverse group of talented and hardworking cadets, teachers, and staff. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of OMI, its personnel policies and procedures, and your benefits as an OMI employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No OMI guideline, practice, manual or rule may alter the “at-will” status of your relationship with OMI.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, OMI reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever OMI determines that such action is warranted. For these reasons, we urge you to check with the Superintendent to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at OMI.

Sincerely,

OMI

SECTION 1 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Oakland Military Institute (OMI). The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other OMI document confers any contractual right, either express or implied, to remain in OMI's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by OMI or you may resign for any reason at any time.

No supervisor or other representative of OMI except the Superintendent, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside OMI, other than to individuals affiliated with OMI whose knowledge of the information is required in the normal course of business.

SECTION 2 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

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 CREED

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

OMI GUIDING PILLARS

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

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

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

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

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

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

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

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

TO BE RESPECTFUL is to honor the fundamental infinite dignity and worth of each individual. It means to treat oneself, others, and the property of others the way we would like to be treated. Respect is at the heart of the golden rule, "Do unto others as you would have done

unto you." Cadets do not engage in physical, verbal, or emotional abuse of others. This includes peers, school staff, and members of the community. They do not bully, harass, or intimidate others. They keep their environment clean and free from vandalism.

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

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

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

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

SECTION 3 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and OMI will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, OMI may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Superintendent of OMI, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Superintendent. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict OMI's right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

OMI is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve

members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact the Superintendent and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally OMI and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with OMI in this process, which may include authorizing OMI to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of OMI to ensure equal employment opportunity without harassment on the basis of race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related

protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics.

OMI prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).

- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.

- Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments

for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All OMI employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

OMI strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, Human Resources or Superintendent. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to the complaint officer or the Superintendent. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the complaint officer, Human Resources, or other upper-level administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within OMI. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. OMI is serious about enforcing its policy against discrimination, harassment and retaliation; however, OMI cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to OMI's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See

Appendix B for the general "Internal Complaint Form."

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

OMI encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

OMI's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with OMI's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, OMI will provide regular progress updates, as appropriate, to those directly involved. OMI will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

OMI may investigate conduct in the absence of a formal complaint if the OMI has reason to believe that an individual has engaged in conduct that violates OMI policies or applicable law. Further, OMI may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which OMI believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as OMI believes is appropriate under the circumstances. Due to privacy protections, the OMI may not be able to fully disclose its entire decision regarding

corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with Mr. Jonathan Pike, Executive Director of Administrative Services or Ms. Kathryn Wong, Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements

OMI requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

TITLE IX NOTICE OF NONDISCRIMINATION

OMI does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. §1681 et seq.) and the Title IX regulations (34 C. F. R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C. F. R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for the Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Ms. Shawna Lipsey, slipsey@omiacademy, or (510) 594-3968

A copy of OMI's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within OMI's education program or activities and for pursuing available remedies, is available on the OMI website at: oakmil.org

WHISTLEBLOWER POLICY

OMI is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of OMI policy, specifically the policies contained in OMI's Employee Handbook.

An employee who wishes to report a suspected violation of law or OMI policy may do so by contacting the Superintendent or your Board of Directors.

OMI expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of OMI. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Superintendent and Human Resource Manager. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Superintendent or Superintendent.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Superintendent and a member of OMI management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. OMI strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. OMI is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Superintendent. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. OMI will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the

matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

OMI provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Superintendent. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should [complete an accommodation request form and] contact their supervisor or Superintendent to request designation of a location and time to express breast milk under this policy.

2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources or Superintendent. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at OMI and will be handled in accordance with OMI's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the School, its employees, students, parents and the general public. The public impression of OMI and its interest in our school will be formed, in part, by OMI employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, OMI and our school's services.

Below are several things employees can do to help leave people with a good impression of OMI.

These are the building blocks for our continued success:

- Dress professionally and appropriately
- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

Employee Professionalism

All OMI employees are expected to behave in a professional manner which includes, but is not limited to, the following:

a. Arrive to OMI on time.

b. Attend and arrive on time for all OMI meetings/PD events.

c. Remain on campus during prep period and staff work time. If a teacher/staff member is not going to be in their room they must let their direct supervisor know their location.

d. Follow the OMI required staff dress guidelines.

e. Use appropriate communication with all stakeholders and staff members.
    i. No profanity
    ii. Supportive
    iii. Appropriate debate on topics without getting personal

f. Take the professional standards for the teaching profession seriously
    i. Engaging and Supporting All Cadets in Learning
    ii. Creating and Maintaining Effective Environments for Cadet Learning
    iii. Understanding and Organizing Subject Matter for Cadet Learning
    iv. Planning Instruction and Designing Learning Experiences for All Cadets
    v. Assessing Cadets for Learning
    vi. Developing as a Professional Educator

SECTION 4 – THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each OMI employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work 30-40 hours or more each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week.

Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as an "Certificated employee"or "Classified employee." Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category iy, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination. includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

Certificated Employees are those employees hired by OMI for the primary purpose of instructing students.

Classified Employee includes those employees hired by OMI that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

Non-exempt employees may not work overtime, work off the clock, or perform any work outside their regularly scheduled hours without prior written approval from the Superintendent or an authorized designee. This includes work performed before the scheduled start time, after the scheduled end time, during meal periods, or at home (including checking emails, text messages, or using school devices).

All overtime must be recorded and will be paid in accordance with federal and state wage-and-hour laws regardless of whether it was authorized in advance. However, failure to obtain prior approval for overtime work is a violation of OMI policy and may result in disciplinary action, up to and including termination.

EMPLOYEE STATUS AND CLASSIFICATIONS

"Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time

Employees who are regularly scheduled to work 40 hours per week are generally eligible for the OMI's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for OMI's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by Superintendent.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Superintendent or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with your supervisor and Human Resources. All schedule changes or modifications must be approved by the Supervisor or designee.

OMI reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Instructional Employees:

The normal working hours for instructional employees at the school sites are from 8 a.m. to 4 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Superintendent must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The Supervisor will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

OMI's workweek is from Monday through Friday. OMI's standard workday is 8:00 a.m. to 4:00 p.m. each day.

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- Memorial Day
- Indigenous Peoples' Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- New Year's Day
- Martin Luther King Day
- President's Day
- Independence Day
- Labor Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Superintendent. The employee may use sick time if the employee has unused available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved time off

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must email and call the Superintendent and Human Resources at **LEAST ONE HOUR** before the time you are scheduled to begin working for that day. If you call in less than **One (1) HOUR** before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify the Superintendent and Human Resources personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the Superintendent or Human Resources, and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

ATTENDANCE/PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of OMI. Regular attendance and punctuality are considered an essential function of each position. Therefore, OMI expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be

accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our School's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meals and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Superintendent and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must

receive prior written approval from the Superintendent and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 x 30-minute meal period
Over 10 hours to 14 hours	2 x 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 x 10-minute rest period
Over 6 hours to 10 hours	2 x 10-minute rest periods
Over 10 hours to 14 hours	3 x 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

PAYDAYS

Paydays at OMI are the 15th OF THE MONTH AND LAST DAY OF EACH MONTH. The Superintendent or their designee will distribute checks to those who do not have direct deposit.

If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

OMI is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, OMI must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

5. State Teachers Retirement System(STRS) is defined-benefit pension, for which both the teacher and the employer make contributions. In exchange, the state promises a guaranteed payout for life upon retirement.

6. Public Employment Retirement System (PERS) is a defined benefit pension for which the employee and the, the state promises a guaranteed payroll for life upon retirement.

If an employee believes an error has been made in their pay or deductions OMI will work in good faith to resolve errors as soon as possible. The employee should notify the Superintendent of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Superintendent to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Superintendent.

SECTION 5 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

OMI employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with OMI within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required valid certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both the Director of Teaching & Learning (Principal) and the School Human Resources Office with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a valid credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, OMI is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's or other approved health care provider’s statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with OMI in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of OMI before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with OMI.

OMI shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with OMI, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources or Superintendent.

For additional information on background checks, please contact the Superintendent.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It

is extremely important that OMI employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Superintendent or Human Resources designee is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without OMI's assistance, they are required to notify OMI of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with OMI.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Superintendent.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Superintendent. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. The employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Superintendent or Human Resources designee about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

EMPLOYEE PROFESSIONALISM

Employees are expected to demonstrate the highest standards of professionalism in all aspects of their work, including interactions with students, colleagues, families, and community members. Professionalism includes maintaining a respectful and positive demeanor, adhering to

ethical practices, exercising sound judgment, and upholding the mission and values of Oakland Military Institute. Employees must communicate effectively, arrive prepared and punctually, maintain appropriate boundaries, and present themselves in a manner that reflects integrity and accountability.

Employees are also expected to conduct themselves responsibly outside of the workplace, including on social media and in public settings. Actions or communications that negatively reflect on the employee's credibility, professional judgment, or the reputation of the school may impact their ability to effectively perform their duties. This includes behavior that could undermine trust with students, families, or colleagues or impair the employee's ability to maintain a safe and respectful learning environment. Employees should be mindful that their off-duty conduct may still carry professional implications if it interferes with their role or effectiveness at OMI. Consistent professionalism, both in and out of the workplace, contributes to a safe, supportive, and academically focused environment for all members of the OMI community.

See **All Staff Teaching-Learning Goals & Standards** in Appendix A.

SECTION 6 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and their supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the Superintendent or identified designated administrator for evaluation to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the Superintendent and/or Chief Academic Officer.

The Superintendent or the identified designated administrator will generally evaluate the Teacher's performance at least once a year formally but not limited to, and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the OMI's charter, and standards for teaching performance developed by the Superintendent, the OMI's Board of Directors, and/or other OMI staff. In addition to these more formal performance evaluations, OMI encourages you and your supervisor to discuss your job performance on an ongoing basis.

OMI's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the OMI's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and OMI. Accordingly, either the employee or OMI can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the School. It is OMI's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While OMI strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of OMI and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined on the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

Salary Placement

All newly hired certificated, credentialed employees shall receive credit on a year-for-year and relevant experience basis, including longevity steps, for initial placement on the OMI certificated salary schedule for previous years of credentialed service as verified in writing by prior work experience organizations.

For certificated employees desiring to move over on the columns, unit credit for advancement on the salary schedule will be granted if OMI does not pay for or provide for the workshop/training, pay substitute costs, or the workshop/ training does not occur on instructional time. Credit will be granted if the workshop/training occurs on -duty time or professional obligation time and it was approved in advance by the Superintendent as a special circumstance. The determination of a special circumstance is at the Superintendent's discretion

All unit credits obtained must be from an accredited institution of higher learning, recognized by the Commission of Teacher Preparation and Licensing.

For consideration of column movement, all units, via official transcripts, must be submitted to Human Resources by the last business day in October. If the units are approved and column movement occurs, pay will be retro to the beginning of the fiscal year.

All newly hired classified staff, salary placement shall be determined by the Superintendent.

SECTION 7 – LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with the Superintendent to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from the Superintendent. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent with a "serious health condition";

3. for CFRA only, the care of the employee's "family member with a "serious health condition";

4. the "serious health condition" of the employee;

5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated

person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Superintendent.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available <vacation/PTO> and/or paid sick leave.

Benefit accrual, such as <vacation/PTO, PSL>, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible

for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the Superintendent.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued <vacation/PTO> time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available <vacation/PTO> and/or sick leave.

Benefit accrual, such as <vacation/PTO>, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the Superintendent.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued sick leave during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Superintendent will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the Superintendent.

BEREAVEMENT LEAVE

OMI provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as: a spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Superintendent with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Up to THREE DAYS will paid Bereavement Leave per school year. An employee may elect to use any accrued vacation/PTO for any remaining Bereavement Leave.

REPRODUCTIVE LOSS LEAVE

OMI OMI grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- **Failed adoption:** The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.

- **Failed surrogacy:** The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.
- **Miscarriage:** May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Stillbirth:** May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Unsuccessful assisted reproduction**: An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California's pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period.

Any information provided to OMI related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours

during the course of a workweek. Employees may elect to use any accrued vacation/PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the School will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Accrued unused vacation/PTO may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing <vacation/PTO> in order to receive compensation for this time off;

- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation/PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement or a qualifying act of violence if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child, or designated person or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued <vacation/PTO> or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you or a family member are a victim of crime or abuse, including domestic violence, sexual assault, stalking, qualifying act of violence, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren) or family member. Employees may use available <vacation /PTO> (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.]

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you or a family member was a victim crime or abuse;
- A court order protecting or separating you or the family member from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you or a family member are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

OMI is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee or a family member is a victim of a crime or abuse as described above.

- The employee asked for time off to get help or because of the employee's status as or association with a victim of violence.

- The employee asked OMI for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the Superintendent regarding the need for military leave.

Please see the Superintendent for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued <vacation/PTO> if you want compensation for this time off. If you do not have accrued <vacation/PTO> available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10)

days of any accrued paid leave (sick and/or vacation/PTO) for organ donation and up to five (5) days accrued paid leave (sick and/or vacation/PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

OMI will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused <vacation/PTO> or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the OMI's right to discipline an employee, up to and including termination of employment, for violation of OMI's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation/PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

CIVIL AIR PATROL LEAVE

OMI provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with OMI for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued <vacation/PTO>.

SECTION 8 – BENEFITS

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of the next month. An enrollment form must be submitted to the Superintendent as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

VACATION

Standard Vacation Policy

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for “peak traffic periods” in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

a) OMI shall grant to regular 12-month non-exempt and exempt (classified employees) an annual vacation at the regular rate of pay earned at the time the vacation is commenced. Such vacation shall be as determined by OMI, but not less than five-sixths of a day for each month in which the employee is in a paid status for more than one-half the working days in the month, provided the employee is regularly employed five days per week, seven to eight hours a day. An employee in a paid status for less than one-half the working days in a month shall have his vacation credit accrued on the basis provided for in subdivision (b) or (c):
b) In lieu of accrual of vacation credit on a monthly basis and proration as prescribed in subdivision (a), OMI may provide for accrual of vacation credit on any of the following bases:
    1) For all employees or classes of employees who work a full workweek of 40 hours the School shall provide 0.076923 hours of vacation credit for each hour of paid service, not including overtime. (i.e. An employee who works 40 hours a week (1.0 FTE), shall be entitled to 4 weeks or 20 days of vacation.)
    2) For all employees or classes of employees who work a full workweek of 37.5 hours the School shall provide 0.07211hour of vacation credit for each hour of paid service, not including overtime. (i.e. An employee who works 37.5 hours a week (.94 FTE), shall be entitled to the equivalent of 4 weeks or 20 working days of vacation.)
    3) For all employees or classes of employees who work a full workweek of 35 hours the School shall provide 0.06730 hours of vacation credit for each hour of paid service, not including overtime. (i.e. An employee who works 35 hours a week (.88 FTE), shall be entitled to the equivalent of 4 weeks or 20 working days of vacation.)
c) For all employees regularly employed for fewer than 350 hours a week, regardless of the number of hours or days worked per week, the vacation credit shall be computed at the rate of 0.05769 for each hour the employee is in paid status, not including overtime. (i.e. An employee who works 30 hours a week (.75 FTE), shall be entitled to the equivalent of 4 weeks or 20 working days of vacation.)
d) Vacation may, with the approval of OMI, be taken at any time during the school year. If the employee is not permitted to take his full annual vacation, the amount not taken shall be paid for in cash at the current rate of pay or salary
e) Unless approved by the Superintendent, employees shall not vacation during the first six (6) months of employment. Upon the completion of six (6) months of employment, employees shall be allowed to request vacation time in accordance with this Handbook.
f) The employee may be granted vacation during the school year even though not earned at the time the vacation is taken.
g) If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his services, the employee must authorize OMI to deduct from the employee's final pay the full amount of salary which was paid for such unearned days of vacation taken.
h) Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

Requests to use vacation days by these employees must be submitted in writing at least 2 weeks in advance to the Superintendent. These employees will not be approved for more than 10 days of vacation in a single academic year unless they fall on days that are not considered work days for teachers.

Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although OMI will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Vacation must be scheduled with due consideration for "peak traffic periods" in the School. With this in mind, it is expected that vacation will be taken when school is not in session or at "low traffic periods" with supervisor approval.

Vacation must be coordinated and cleared by the employee's direct supervisor and Superintendent and is subject to scheduling and seniority. Seniority is based on the date of hire with OMI. No vacation time may be taken by clerical staff during the month of June or the last two (2) weeks of August unless specifically authorized by the Superintendent. Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Superintendent subject to scheduling and seniority.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 1. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Upon termination of employment, eligible employees will be paid for all accrued, unused vacation time at their current rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.

Vacation can accrue up to a maximum of twenty (20) days of pay. Once this cap is reached, no further vacation days will accrue until some of the vacations days is used. When some is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was the cap. The Superintendent or designee, may, at their option, require employees to use vacation time.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the School 30 or more days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, stalking, or sexual assault, that are committed against themselves or a family member.

Subject to applicable law, OMI may require a health care provider's certificate for any absence due to illness or injury. OMI also may require a health care provider's certification that an employee has been released to return to work before the employee is permitted to return after an illness or injury.

Accrual Rate, Maximum, and Carryover

Statutory Accrual Method: Eligible employees earn PSL at the rate of 1 hour of PSL for every 30 hours worked.

Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 10 days or 80 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year or defined alternative 12-month period, employees may only use a maximum of 5 days or 40 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the School 90 or more days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time of

the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, stalking, or sexual assault, that are committed against themselves or a family member.

Subject to applicable law, OMI may require a health care provider's certificate for any absence due to illness or injury. OMI also may require a health care provider's certification that an employee has been released to return to work before the employee is permitted to return after an illness or injury.

Allotment

Eligible employees will be allotted PSL days as follows:

- Eligible employees that previously received 3 days or 24 hours of PSL on their date of hire or their anniversary date of hire in 2023 received, on January 1, 2024, an additional 2 days or 16 hours of PSL.
- On July 1 (and on each subsequent July 1), all eligible employees will be allotted 5 days or 40 hours of PSL per fiscal year (July 1-June 30) [or alternative 12-month period].
- If an employee is hired mid-year, they will receive 5 days or 40 hours of PSL days on their first day of employment for use during the remainder of the employee's first calendar year of employment [or alternative 12-month period].

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 each year for the following fiscal year [or alternative 12-month period]. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID TIME OFF (PTO) POLICY

All employees may use up to the equivalent of three (3) working days twenty-four (24) hours of sick leave for personal necessity leave per year. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Personal necessity leave is not vacation, does not accrue year to year, and if unused, is not paid out upon separation from employment.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by OMI. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by OMI. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact the Superintendent.

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School at the employee's sole expense.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under OMI's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at OMI group rates plus an administration fee. OMI or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under OMI's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. The School pays a matching contribution to each employee's Social Security taxes.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Superintendent.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under OMI policy and applicable law.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 9 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the OMI's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Superintendent.

The Communication Systems are the property of OMI and have been provided for use in conducting OMI business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are OMI records and property of OMI. The Communication Systems are to be used for school purposes only. Employees may, however, use OMI technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with OMI business, and does not violate any OMI policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

OMI has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, OMI may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of OMI's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from OMI's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish OMI's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to OMI for any reason that OMI, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though OMI has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Superintendent.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on OMI letterhead.

Offensive and Inappropriate Material

OMI's policy against discrimination and harassment, sexual or otherwise, applies fully to OMI's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in OMI's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Superintendent.

OMI may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by OMI networks. Notwithstanding the foregoing, OMI is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to OMI's blocking software.

Solicitations

OMI's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations except if an employee is

engaged in a protected activity related to improving the terms and conditions of their employment. Approval from the Superintendent is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Superintendent.

Games and Entertainment Software

Employees may not use an OMI Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to OMI's "Confidential Information" policy, contained herein, for a general description of what OMI deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Charter School Meetings

OMI does not require employees to attend any meeting related to political or religious matters. In the event OMI has this type of meeting, employees may choose not to attend these non-mandatory meetings without fear of retaliation, discrimination, or any adverse employment action. However, OMI is allowed to discuss any information required by law as well as provide information that is necessary for employees to perform their job duties.

Copyrights and Trademarks

OMI's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Superintendent. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any OMI-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture

files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to OMI's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to OMI's network.

Files obtained from sources outside OMI including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage OMI's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- OMI sources, without first scanning the material with OMI-approved virus checking software. If you suspect that a virus has been introduced into OMI network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Amendment and Modification of this Policy

OMI reserves the right to modify this policy at any time, with or without notice. OMI may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

OMI has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- Confidential information (does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the School's background check procedures.

- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- Never be false or misleading with respect to your professional credentials.

- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to Superintendent. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts their effectiveness as a School employee at risk. OMI encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is

available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Superintendent.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Superintendent.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with OMI's social medial policy will result in disciplinary action, up to, and including, immediate termination.

Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

EQUIPMENT POLICY

OMI attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall

be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - immediately report the incident to their immediate supervisor and Chief representative;
    - obtain an official police report documenting the theft or loss; and
    - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the School.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School if resulting from an employee's willful misconduct.

LAPTOP COMPUTERS

Each full time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of OMI. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the School. Employees are responsible for reimbursing the School for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that OMI is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite, a worker's home, or the school of a worker’s child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for OMI while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by OMI or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the School's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The School will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite, a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, OMI has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by OMI.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by OMI, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The Superintendent must approve any postings prior to posting.

OMI reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from the Superintendent.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Superintendent. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Superintendent.

NEPOTISM POLICY

OMI permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of OMI, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. OMI will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the School will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a BUILDING KEY DISBURSEMENT FORM upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Security staff, Facilities Manager, and the Human Resources Manager. The employee may be held liable for reimbursing the cost of replacement keys and/or re-keying the locks of the set of keys in which they were issued.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time OMI may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, at OMI's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for OMI property might result in the discovery of an employee's

personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to OMI. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

OMI has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect OMI or which occur on OMI property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on OMI premises, regardless of the relationship between OMI and the parties involved.

All threats or acts of violence occurring off OMI premises involving someone who is acting in the capacity of a representative of OMI.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy OMI property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

OMI's prohibition against threats and acts of violence applies to all persons involved in OMI's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on OMI property. Violations of this policy by any individual on OMI property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Superintendent.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Superintendent.

Employees should immediately inform their supervisor or Superintendent about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 10 – STANDARDS OF CONDUCT

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other OMI staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Superintendent must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Superintendent will be the final arbiter of what constitutes appropriate dress and attire. *SEE **All Staff Teaching-Learning Goals & Standards** in Appendix A.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of OMI that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust. Boundary violations may lead to discipline up to and including termination.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Superintendent along with the rationale therefor.

- Staff are not permitted to contact students through any of the following methods unless the communication is school-related, uses approved platforms, and includes a parent/guardian or staff member (not sure if staff member should be removed):

    - Personal emails or text messages
    - Comments on students' social media accounts
    - Phone calls

  - Notes or letters
  - Any communication through private or unapproved platforms

- Private social media accounts may not be used to communicate with students under any circumstances.
- Any communication with students that could be perceived as “flirting”
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one’s lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff members except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- “Dating” or “going out with” a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments

- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Superintendent and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Superintendent to take students off school property for activities such as field trips or competitions, including

parent's written permission and waiver form for any sponsored after-school activity whether on or off campus

- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such

force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the Superintendent promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Superintendent or designated administrator will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deemed necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Superintendent shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Superintendent. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Superintendent.

STANDARDS OF CONDUCT AND CIVILITY

OMI employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All OMI employees and any individuals acting on behalf of OMI are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Superintendent. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School. Other types of conduct that threaten security, personal safety, employee welfare and/or the School's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Damage, defacing, unauthorized removal, destruction, theft, deliberate or careless damage or loss of any School property or the property of any employee or third-party.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons (real or replica) on School premises at any time or while acting on behalf of the School.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.

- Inefficiency including deliberate restriction of output, carelessness or unnecessary waste of time and materials, neglect of job, duties or responsibilities.
- Unprofessional conduct.
- Immoral or indecent conduct.
- Intimidating or interfering with other employees.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Gambling on school premises
- Conducting personal business during business hours and or unauthorized use of school equipment for personal reasons.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.

- Violating the School's Personal Appearance/Standards of Dress.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.
- Failure to possess or maintain the credential or certificate or license required of the position.
- Allowing a visitor on campus without prior authorization and without the appropriate clearance or approval.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.

The School will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in concerted activity protected under federal, state or local law.

CONFIDENTIAL INFORMATION

You may, during the course of your duties, be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. Confidential information does not include information about the terms and

conditions of your employment, such as wages, benefits, workplace safety and other topics you have the right to discuss with other employees under the law. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;

- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Nothing in this policy prevents employees from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that they have reason to believe is unlawful. This policy is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment during non-working times, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

OPTIONAL: Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Superintendent and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest.

OMI expects employees to devote their best efforts to the interests of our school. OMI recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at OMI or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with OMI whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Superintendent to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at OMI. If you wish to participate in outside work activities you are required to obtain written approval from the Superintendent prior to starting those activities. Approval will be granted unless the activity conflicts with OMI's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at OMI.
- Involve organizations that are doing or seek to do business with OMI including actual or potential vendors.
- Violate provisions of law or OMI policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to OMI must be given priority. Full time employees are hired and continue employment with the understanding that OMI is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

This section is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engaging in protected concerted activity that employees have the right to engage in under federal, state or local law.

EXPENSE REIMBURSEMENT POLICY

OMI expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable school related expenses on a supervisor pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

OMI does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. OMI will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the Superintendent in order to receive reimbursement. All expenses and summaries must be submitted within 30 days to the business office for payment.

Travel guidelines (IAW Federal and State Standards)

Travel expenditures shall be reasonable, necessary, and cost-effective, and in accordance with the Federal Travel Regulation (FTR), U.S. General Services Administration (GSA) guidelines, and applicable State of California travel standards as established by the California Department of Human Resources (CalHR).

OMI generally aligns its reimbursement practices with current year federally and state-established per diem benchmarks for lodging, meals, and incidental expenses. Current per diem rates can be obtained through the business office. These benchmarks serve as guidance for determining allowable travel costs; however, reimbursement is not automatic at the maximum allowable rate and must reflect prudent use of institutional resources.

Actual expenses may be reimbursed up to applicable limits based on travel location, business purpose, and availability of cost-effective options. Employees are expected to select travel arrangements that balance efficiency with fiscal responsibility.

OMI reserves the right to limit or deny reimbursement for expenses that exceed reasonable expectations, are inconsistent with GSA or CalHR guidelines, or are not clearly justified as necessary for official business.

Employees traveling on behalf of Oakland Military Institute (OMI) are expected to exercise prudent judgment and ensure that all travel expenditures are reasonable, necessary, and cost-effective in support of official business.

Air travel should be arranged using the most economical fare available that reasonably meets the needs of the travel itinerary. While non-stop travel is preferred when practical, employees should consider overall cost and efficiency when selecting flights.

When ground transportation is required, employees are expected to select reasonably priced options appropriate for business travel. Rental vehicles, when necessary, should be standard, mid-size, or compact models. Fuel costs associated with business-related use of rental vehicles are reimbursable.

Hotel accommodations should be reasonably priced and aligned with standard business travel needs. Employees are expected to seek discounted or government, educational, or conference rates whenever available.

Employees will be reimbursed for actual and reasonable meal expenses incurred during approved travel, up to established daily limits. Reimbursement will not be provided for meals that are included as part of a conference, event, or other hosted arrangement.

The following are examples of non-reimbursable expenses, unless specifically authorized in advance:

- Personal travel insurance
- Personal entertainment or reading materials
- Childcare or dependent care expenses
- Toiletries or personal grooming items
- Expenses for spouses, family members, or guests
- In-room entertainment (e.g., movies, gaming)
- Recreational activities (e.g., sporting events, shows)
- Alcoholic beverages

All travel expenses are subject to review for appropriateness and alignment with OMI policies. Reimbursement may be denied for expenses deemed excessive, unnecessary, or not in furtherance of official business.

Questions regarding this policy or its interpretation should be directed to the Business Office.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of OMI to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug and tobacco use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, tobacco and/or tobacco products or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, tobacco and/or tobacco products, or alcohol while attending a School function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;

- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or

- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Superintendent. The Superintendent will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

OMI will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will OMI take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol may be readily available. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug, Tobacco and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug, Tobacco and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

If any employee is suspected to be under the influence of any substance with reasonable suspicion of such state, the employee will be directed to be removed from the campus, and sent home immediately with transportation provided at the expense of the employee.

TOBACCO-FREE SCHOOL

OMI prohibits the smoking and use of tobacco and nicotine products anytime, anywhere in school owned or lease building(s), on school property and in school owned or leased vehicles. These prohibitions apply to all employees, students, and visitors at any school-sponsored program, activity, or athletic event held on or off school property.

- The definition of tobacco and nicotine products include smokeless tobacco, snuff, chew, clove cigarette, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions.

- Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic device that creates aerosol or vapor or of an oral smoking device for the purpose of circumventing the prohibition of smoking.

- Tobacco products include

    - Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco or snuff;

- An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah; and,

- Any component, part, or accessory of a tobacco product, whether sold or not sold separately.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person attempting to enforce this policy is prohibited.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of people loitering for no apparent reason. All staff are expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Security Supervisor, Administration, or other employees or call 911. Report any suspicious persons or activities to the Superintendent. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on OMI property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct OMI business must have prior supervisor approval. The employee must be insured by their personal automobile insurer. OMI's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does OMI's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

PERSONAL PROPERTY

OMI cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on OMI's premises, including the parking area, or away from school property while on school business. OMI employees are prohibited from using personal property for work-related purposes unless approved in advance by the Superintendent.

Oakland Military Institute is not liable for lost, stolen, or damaged personal property brought to school by students, staff, or visitors. Items left unclaimed for more than 30 calendar days may be discarded or donated. Individuals are encouraged not to bring valuables to campus.

SAFETY POLICY

OMI is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Security officer immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or the Superintendent immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Superintendent regarding the problem.

All workplace injuries and illnesses must be immediately reported to their supervisor and the Human Resources designee.

OMI has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

ERGONOMICS

OMI has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources office.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the facilities manager and the human resources officer. OMI uses chemicals in some of its operations.

Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employees must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

OMI will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from OMI; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to OMI for three consecutive work days. OMI requests that employees provide at least two weeks written notice of a voluntary termination. All OMI property must be returned immediately upon terminating employment. OMI retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of OMI's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, OMI reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at OMI will be asked to take part in an exit interview with the Human Resources office or designee to communicate their challenges and growth while employed at OMI. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources office. Only the Human Resources Officer is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, OMI will disclose only the dates of employment and the title of the last position held. OMI will verify or disclose an employee’s salary history only if the employee provides written authorization for OMI to provide the information. However, OMI will provide information about current or former employees as required by law or court order. OMI will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources office.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints (Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

OMI reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

Addenda A

OMI Teacher Goals & Standards

Professional Responsibilities

- **Engages in and is aware of school operations and protocols**
  a. Greets the students outside the classroom in the beginning of the periods
  b. Engages and participates in ASG team activities
  c. Is aware of announcements, events, procedures,
  d. Email checked daily and responded to promptly (within 48 hours, Monday-Friday)
  e. Follows meeting expectations (e.g. paying attention, participate in discussions)
  f. Follows expectations of additional roles (e.g. active Academic Recovery, IEP, CST and event supervision)
  g. Takes attendance within 10 min of start of class; signs weekly attendance reports.
  h. Regular gradebook updates in Aeries (no less every two weeks), informing students and parents of academic progress, using multiple measures including standards-based grading
  i. Email sent no later than 6:30am if going to be out sick that day; has an emergency lesson plan on file with the main office if unable to provide a lesson plan for that day. Have one week of lesson plans with the office by the beginning of September.
  j. Supervises students during formations, passing periods, emergency drills (e.g. walks students down single-file to meeting site, takes attendance, informs admin if student(s) are missing)
  k. Utilizes multiple classroom interventions, practices positive behavior intervention systems. MTSS Tier 1
  l. Arrives and leaves according to contract; signs in and out as instructed; communicates if going to be late or off campus
  m. Observes personal appearance/dress code that encourages professional attire: business and/or business casual, presenting a clean, professional appearance. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or signs of wear. Clothing with offensive or inappropriate designs or stamps are not allowed. Clothing should not be too revealing or ill-fitting [including areas of the torso, midriff]. Collared shirts are preferred, unless on a designated spirit day. Flip flops are not allowed during regular school hours. Spirit days may be exceptions and will be announced in advance by administration.
- **Creates and maintains effective relationships with all stakeholders (e.g. students, staff, parents)**

a. Maintains positive and effective relationships with students. Uses positive communication, such as, when a student has been absent several days, welcomes student back, "*Glad to see you, welcome back, so glad you're back with us*", Not: "*So Nice of you to show up, where have you been you've got a lot of work to make up*"
b. Fosters collegial relationships with faculty/staff/admin (e.g. assumes best intentions, seeks to understand first, communicates professionally)
c. Builds relationships through participation in school events (e.g. dances, fundraisers, movie night,
d. Communicates with parents on a regular basis (e.g. use Parentsquare to send positive messages, to inform of projects, reminders for assessments)
e. For students who have not yet met class standards, teacher/ASG rep communicates no less than every 3 weeks with parents regarding student progress (using email, phone, text, conference, Parentsquare, etc.) Updates data needed for ASG every two weeks.
f. Uses effective classroom management strategies, including those provided by the school (e.g. PBIS, cultural responsiveness, setting limits, etc.)

Instruction, Planning and Preparation

- **Actively participates in department meetings and demonstrates effective use of Intervention systems**
  a. Uses intervention and differentiation as necessary to tutor students or provide students with time to complete assignments
  b. Assigns students regularly to address academic concerns in ASG
  c. Arrives prepared and ready to actively participate in their department meetings
  d. Shows transparency and provides evidence of analysis, academic support, and reflection through the data conversations in department meetings

e. Post daily agenda on the board, which includes standards aligned learning objectives identifying how students will show their learning [checking for understanding activity or assessment]. For MS, uses binder/planner system with fidelity to support executive functioning skills of our aspiring college candidates.
   i. What - What we are learning today?
   ii. Why - Why I have to learn this? (Relevance)
   iii. How - How am I going to show I learned it? How am I going to let my teacher know I learned?

Instruction, Planning and Preparation

- **Engages in Coaching Cycles and Meets Evaluation goals**
    a. Create goals for the year (e.g. Data-Driven Decision-making, Student Engagement, Classroom Management) and develop a plan for attainment
    b. Take a growth mindset approach to feedback
    c. Be open to suggestions from admin, ask questions, confer with other colleagues to get ideas, etc.

Classroom Environment

- **Maintains an effectively structured learning environment**
    a. Creates effective classroom management by building and maintaining the four "legs" (relationships, structure, engaging curriculum, limit-setting)
    b. Implements bell-to-bell rigorous student engagement (e.g. starts class on time, provides engaging activities, and structures lesson/activities so that students are not left with free time at the end of the period)
    c. Students know the objectives for the lesson and monitor their own learning
    d. Incorporates both informative and formative assessments in the lesson
    e. Maintains a clean and orderly classroom learning environment
    f. Following the progressive discipline matrix as outlined by the Cadre Supervisor

Coversheet

New Job description: Dean of Climate and Safety

Section: III. Approval of Consent Items
Item: G. New Job description: Dean of Climate and Safety
Purpose: Vote
Submitted by: Mary Streshly
Related Material: Dean of Climate and Safety Job Description.docx.pdf

BACKGROUND:

The Dean of Climate and Safety is a component of our management team reorganization for 26-27 and our emphasis on cadet safety and supervision. Our previous management responsibilities lacked clarity on who in the civilian leadership was directly responsible, in partnership with the military cadre, for the supervision, safety and discipline protocols and policy causing inconsistencies. The previous broad positions straddled multiple responsibilities and did not identify a primary for cadet discipline, which is now the Dean of Climate and Safety. The Dean of Climate and Safety will replace the position of Director of Student Services.

The Dean of Climate and Safety [DCS] will now report directly to the Executive Director of Administrative Services [E-DAS], who will also support the improvement initiatives in the area of discipline, security and safety, in addition to supporting Human Resources and Business Services.

Shawna Lipsey - Dean of Climate and Safety

Jonathan Pike - Executive Director of Administrative Services

Zandra Texeira - Chief Academic Officer

The final structural change for the management team is the Director of Teaching and Learning position will be replaced by the Chief Academic Officer position [CAO]. This position will consolidate all instructional services, including Special Education, English Learner Services, College and Career Advising, Wellness and Instructional Leadership Team [Dept Chairs, Teacher leaders/coordinators] facilitation.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board of Directors approve the job description for Dean of Climate and Safety.

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Job Description: Dean of Safety and Climate

Certificated Management

Exempt

Work Year - 220 Days

DEFINITION

The Dean of Climate and Safety, under the direction of the Executive Director of Administrative Services (or superintendent designee) ensures a safe, secure, and conducive environment for both students and staff by providing strategic direction and leadership for safety, critical incidents, and security programs. This critical role sets the strategic direction for the school's security infrastructure and develops long-range goals and objectives aligned with the district's vision and mission.

PRIMARY RESPONSIBILITIES

The Dean of Climate and Safety proactively engages executive leadership, department leaders, military cadre, cadet services and security personnel and cadet leadership in developing safety priorities, defining roles and responsibilities, building capability and creating systems of accountability to ensure safe and secure school campus, classroom, climate and workplace environments. The Dean of Climate and Safety also effectively models and executes disciplinary procedures, cadet due process and liaises and collaborates with local, state and federal law enforcement and county agencies.

ESSENTIAL DUTIES/ RESPONSIBILITIES

These duties are intended only as examples of the various types of essential job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

PROGRAM MANAGEMENT:

Oversee the administration and coordination of discipline, safety, emergency management, and secure school programs, including but not limited to:

- *Emergency Response and Crisis Management*: Directly manages immediate crisis response with operations and executive leadership. Oversees, directly manages and improves upon effective emergency response strategies, including communication and training of school-based personnel. Ensures that regular drills are taking place to prepare all staff and students for various emergency scenarios.

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- *Safety and Cadet Services Personnel:* Directly responsible for providing proper direction to campus security, cadet services personnel and military cadre personnel assigned to support safety culture and climate ensuring the safety personnel adhere to district policies and procedures, including those related to discipline, student rights, privacy, and the use of force.

- *Cadet Progressive Discipline and Multi-tiered Systems of Support*: In cooperation with assigned cadre personnel and in partnership with Academic Support Groups, Wellness and campus security, develops, enforces and implements a progressive disciplinary system that embeds MTSS supports.

- Law Enforcement Coordination: Accountable as the primary liaison between the school and law enforcement and other local safety support agencies regarding student and school safety.

- *Facilities Safety*: develops comprehensive facilities risk assessments to identify potential security threats and develop mitigation strategies to ensure a safe school environment.

- *Behavioral Threat Assessment:* Coordinates with Wellness {Behavioral Health Team} responding to potential behavioral threats, ensuring a proactive approach to student and school safety.

- *Attendance, Truancy, Independent Study and Summer School*: Coordinates tardy sweeps, gate attendance assignments, truancy abatement measures and consequences; oversees attendance clerk activities and parent communication; acts as liaison to ACOE for truancy support; supports summer school supervision and coordination.

STRATEGIC LEADERSHIP:

- Develop and implement a comprehensive safety plan, cadet services “service design”, progressive disciplinary matrix and security scheme – rotations, assignments etc...
- Implements, oversees, and improves upon day-to-day safety, security and discipline operations of the school.

COLLABORATION AND COORDINATION:

- Lead and coordinate the school’s response to critical incidents, ensuring effective communication and action.
- Develops and implements a safety-focused communication strategy, including: the cadet handbook, staff progressive discipline guidelines, internal communications to school

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community members (staff, students, families), and speaking publicly before the Board, staff, and parents.

STAKEHOLDER ENGAGEMENT:

- Engage with the administrative services, safety committee, instructional leadership team, and operations to develop safety priorities and define roles and responsibilities.
- Coordinates safety activities such as workshops with school administration and other public safety agencies.
- Develops and maintains cohesive parent/school/community partnerships, especially with student groups. These partnerships include community partners that provide services directly to our school sites and partnerships with community groups to engage with guidance and feedback around safety measures
- Fostering positive relationships between security staff, students, staff, and the broader school community to promote a safe and welcoming environment.

INCIDENT RESPONSE AND INVESTIGATION:

- Serve as the primary point of contact for all safety, disciplinary and security incidents.
- Conduct thorough investigations of safety incidents and implement and/or direct corrective actions and disciplinary consequences as appropriate.
- Maintain detailed records of incidents and safety measures for reporting, compliance and analysis.

POLICY DEVELOPMENT AND IMPLEMENTATION:

- Develop and update district-wide safety policies and procedures.
- Ensure consistent application of safety policies across all schools and departments.
- Monitor and assess the effectiveness of safety policies and make recommendations for improvement.
- Review and recommend language to the Board, Superintendent, and other senior leadership concerning legislation to address the needs of all students and staff; recommend additions and/or revisions in policy, regulations, and procedures for review

STAFF SUPERVISION AND PROGRAM SUPPORT:

- Under the direction of the ED of Administrative Services, oversee organizational management in all assigned areas.
- Inform the ED of Administrative Services in assessing, evaluating, and providing for training and professional development of department staff.

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- Create communication, collaboration and coordination processes that assure all staff are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support.
- Establish an environment in which staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
- Assist the ED of Administrative Services in Supervising, evaluating, and holding accountable the performance and professionalism of assigned staff; and recommending transfers, reassignments, terminations, and disciplinary actions
- Establish a system of data collection and analysis that provides for continuous assessment of program effectiveness, changing needs and CALPADS reporting requirements.
- Support Data Manager in development of the master schedule.
- At least annually, conducts a comprehensive assessment review of all safety programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in need of change.
- Prepares structured presentations to leadership and/or the board of education to share program evaluation results.
- Prepare annual reports, in conjunction with collaborating Departments
- Perform related duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree from an accredited college or university
- Four (4) years of experience in strategic and operational planning, budgeting, and supervision of staff
- Four (4) years of experience in a supervisory role within the fields of student services, student discipline, campus security and classroom education

PREFERRED QUALIFICATIONS

- Experience managing conflict, deescalation and emotionally charged situations
- Experience serving on the safety committee, within cadet services or other groups focused on safety
- Experience conducting investigations, searches, Title IX and due process disciplinary procedures
- Experience in middle and high school levels
- Progressive experience with emergency critical incidents
- Experience developing internal and public-facing communications.

SKILLS:

- Excellent oral and written communication;

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KNOWLEDGE & SKILLS

- AERIES advanced proficiency; Computer aptitude;
- Listening and critical thinking;
- Leading adult learning;
- Demonstrated effective leadership, time-management, decision making and problem-solving skills; and
- Public speaking and presentation skills

KNOWLEDGE OF:

- In-depth knowledge of CA Education Code regarding student safety, rights and due process; effective risk management and prevention strategies, emergency response protocols, and applicable laws;
- Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

ABILITY TO:

- Provide direction, model proper procedure;
- Apply a systems approach to problem solving;
- Develop effective working partnerships across all sectors of stakeholders
- Facilitate dissent and conduct difficult and constructive conversations;
- Provide timely and actionable feedback;
- Manage and prioritize time effectively;
- Provoke, inspire and motivate people to make progress toward safety goals;
- Read, interpret, apply and explain rules, regulations, policies and procedures;
- Work effectively across diverse communities;
- The capacity to maintain composure and perform efficiently under pressure, particularly in emergency scenarios; and
- Balance varied input and make rapid, sound, and courageous decisions.

CALENDAR AND COMPENSATION

- Certificated Management Salary Schedule

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PERSONAL QUALITIES

Appearance, grooming and personality that establish a desirable example for students.

PHYSICAL REQUIREMENTS

Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position. The preceding job description has been designed to indicate the general nature and level of work performed by the employee within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required for 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

Independent Contractor Agreement Extension: Xitlali Rodriguez

Section: III. Approval of Consent Items
Item: H. Independent Contractor Agreement Extension: Xitlali Rodriguez
Purpose: Vote
Submitted by:
Related Material: XR 1099.pdf

BACKGROUND:

Ms. Rodriguez successfully completed her 2025-2026 contract for cadet recruitment services and we are enthusiastic about extending her contract for the 2026-2027 recruitment year.

INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
OAKLAND MILITARY INSTITUTE AND XITLALI RODRIGUEZ

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 Xitlali Rodriguez ("Independent Contractor").

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

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

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, OMI agrees to pay Independent Contractor at the rate of $6,000 per month. The span of minimum availability is from August 1, 2026, to June 30, 2027. Extension of the contract past July 2026 will be discussed and mutually agreed upon by May 30, 2027.

The contractor will submit an invoice once per month at the end of the month for payment within 15 days. The invoice will include a list of services rendered by date, activity, location and time spent.

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

SECTION 4. MATERIALS. Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement. OMI will provide office space, basic supplies and materials necessary for marketing activities in addition to costs associated with the production of brochures and other marketing materials.

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

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

STANDARD OF CARE.

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

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

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

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

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

SECTION 7. TERM OF AGREEMENT. This agreement will become effective when signed by both parties and will terminate the date either party terminates the Agreement as provided below, or on July 30, 2026, 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

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term of this Agreement.

(b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at **Attachment A** as dictated by OMI.

(c) Independent Contractor shall perform the services required by this Agreement; OMI shall not hire, supervise or pay any assistants to help Independent Contractor.

(d) Independent Contractor shall not receive any training from OMI in the skills necessary to perform the services required by this Agreement.

(e) OMI shall not require an Independent Contractor to devote full time to performing the services required by this Agreement.

(f) Independent Contractor is not eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of OMI.

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

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

(a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;

(b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf; or

(c) Withhold state or federal income tax from Independent Contractor's payments.

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

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

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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:
Xitlali Rodriguez
1540 Kern Street
Newman, CA 95360
rxitlali1127@gmail.com
209-752-4159

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

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

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

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

APPENDIX A

Scope of Services

Description of Responsibilities, Projects and/or Probable Tasks

The Outreach Coordinator(s) plays a key role in increasing student enrollment at Oakland Military Institute (OMI) by building meaningful relationships with current families, prospective students, alumni, and community partners. This position works with the OMI Leadership staff and Consulting team to develop and implement outreach strategies that strengthen OMI's visibility, promote the school's unique mission, and ensure that families across Oakland and surrounding Bay Area communities are aware of the academic and leadership opportunities OMI provides.

Key Responsibilities:

1. Community and Family Engagement
2. Build and maintain strong relationships with current OMI families to encourage word-of-mouth recruitment and community advocacy.
3. Represent OMI at community events, local schools, resource fairs, and neighborhood gatherings to share information about enrollment and school programs.
4. Coordinate family information sessions, open houses, and campus tours for prospective students and families.
5. Develop and maintain partnerships with local organizations, youth programs, and faith-based groups to increase awareness and referrals.
6. Student Recruitment and Enrollment
7. Collaborate with the admissions team to implement recruitment strategies that align with enrollment goals.
8. Track and follow up with prospective students and families throughout the admissions process.
9. Assist with data entry, outreach tracking, and reporting on recruitment activities and enrollment progress.
10. Help design and distribute outreach materials, including video clips, flyers, brochures, mailers, social media posts, and digital campaigns, in partnership with the communications team.
11. Community Relations and Promotion
12. Serve as an ambassador for OMI's mission, values, and academic programs within the broader community.
13. Support storytelling efforts that highlight student success and positive family experiences.
14. Identify new outreach opportunities and propose creative ways to strengthen OMI's presence in the community.

SIGNATURES:

ON BEHALF OF OMI:

Dr. Mary Streshly

Superintendent, Oakland Military Institute

Date: 6/4/2026

Independent Contractor:

Xitlali Rodriguez

Independent Contractor

Date: 06/04/26

Coversheet

Updated Agreements for CalSTRS - Know Your Rights

Section:	III. Approval of Consent Items
Item:	I. Updated Agreements for CalSTRS - Know Your Rights
Purpose:	Vote
Submitted by:	
Related Material:	At will agreement- Exempt - 6-11-2026.pdf Know-Your-Rights-Notice-English.pdf

BACKGROUND:

As a worker in California, you are entitled to know and exercise your workplace and constitutional rights. Labor laws, including but not limited to standards for wages, hours, and health and safety, apply to all workers in the state regardless of immigration status.

This needs to be added to the agreements.

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/CalPERS 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: _____ _____

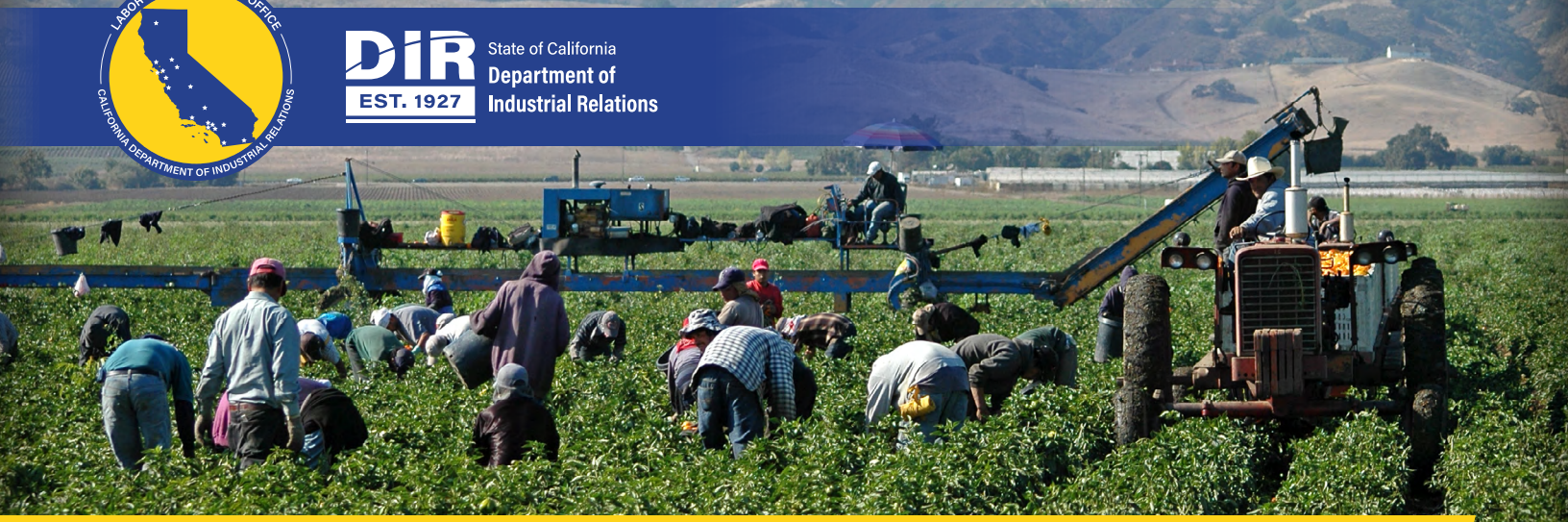
Dr. Mary Streshly, Superintendent

Effective Date of this Agreement: August 2, 2026

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

Powered by BoardOnTrack

State of California
Department of
Industrial Relations



California Workplace - Know Your Rights

As a worker in California, you are entitled to know and exercise your workplace and constitutional rights. Labor laws, including but not limited to standards for wages, hours, and health and safety, apply to all workers in the state *regardless of immigration status*.

It is against the law for your employer to retaliate against you for exercising your rights, including:

- Filing a complaint with the Labor Commissioner, Cal/OSHA, the Civil Rights Department, or another government agency.
- Asking about your employer's compliance with federal, state, or local law.
- Talking with others about their rights or helping them exercise their rights under federal, state, or local law.

Examples of illegal retaliation include firing you, reducing your work hours, or threatening to report you or a relative to immigration authorities because you exercised your rights.

Workplace Protections Related to Immigration Status

Your right to Notice of Immigration Inspections *(Labor Code § 90.2)*

If your employer receives notice of an upcoming immigration agency's inspection of I-9 Employment Eligibility Verification forms or other employment records, your employer must post a notice informing workers and their union representative, if applicable, within 72 hours of receiving that notice.

Your protections against unfair immigration-related practices *(Labor Code §§ 1019-1019.2)*

Under California law, it is unlawful for employers to retaliate against you or threaten immigration-related action when you exercise your rights. An employer is prohibited from taking any of the following actions because you exercised your rights:

- Refusing to accept identification documents during the I-9 process (proof of ID and federal permission to work) that appear to be genuine.
- Using E-Verify in a way not required or authorized by law.
  - For example, using E-Verify to reverify employment eligibility for an employee when not legally required to do so or screening only specific workers rather than all workers in a workplace without a legitimate basis for doing so.
- Reporting or threatening to report you or your family to immigration authorities.
- Filing or threatening to file any false report to the police or a state or federal agency.

Your right to designate an emergency contact *(Labor Code § 1555)*

Your employer **must** allow you to provide them with emergency contact information and to indicate if you want the emergency contact to be notified if you are arrested or detained at work. If you are arrested or detained at work and your employer has knowledge of it, they **must** notify your designated emergency contact if you choose that option.

Your right to organize a union or engage in protected activity in the workplace

Most employees in California have the right to organize, join, or participate in union activities. Employees also have the right to jointly act with co-workers to address work-related issues and concerns to improve working conditions or for the purpose of collective bargaining. **This means you have the right to join with coworkers to request better working conditions or raise work-related concerns, including about wages, hours, health and safety, and other terms of employment.** You also have the right to not participate in union activities or protected activities. It is illegal for your employer to:

- Interfere with or discourage your union activity or protected activities.
- Threaten you, or retaliate or discriminate against you, because of your union support or protected activities.

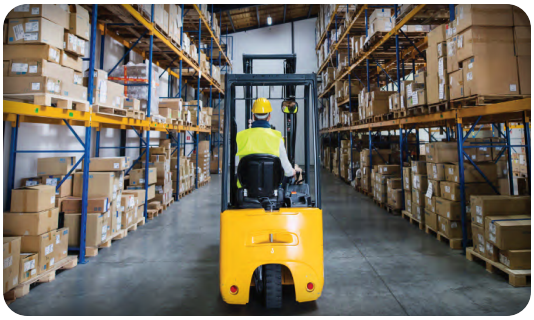
Your rights when interacting with law enforcement, including immigration agents, in the workplace

California workers have certain rights and protections under the U.S. Constitution, ***regardless of their immigration status***, including when law enforcement (including a federal immigration agent) approaches you. In addition, under California law, state and local law enforcement cannot assist federal agencies such as ICE with immigration enforcement in most circumstances.

Your right to be free from unreasonable searches *(U.S. Constitution, 4th Amendment)*

- If law enforcement, including immigration agents, ask if they can search you or your personal belongings, unless they have a judicial warrant specifically authorizing a search of your person or your personal belongings, you have the right to say no.
- If the officer conducts the search, even if you say no – remain calm, do not physically resist, and do not run.

Law enforcement can enter *public areas* without a warrant. Public areas may include a lobby, waiting room, public dining area, or parking lot of a workplace. In most circumstances, law enforcement needs a judicial warrant, signed by a judge, to enter *non-public areas* of your workplace without consent. Non-public areas may include a breakroom, employee restroom, workspace, or any area marked as employees only. Administrative forms, such as an I-200 or I-205, are not a judicial warrant.



In California, your employer is prohibited from providing voluntary consent to an immigration enforcement agent to enter *non-public* areas of the workplace. Without a judicial warrant, your employer must refuse entry to immigration enforcement to *non-public* areas of the workplace.

More detailed information can be found in the DOJ's and LCO's joint Immigrant Worker Protection Act FAQ (https://oag.ca.gov/system/files/media/ab450-faqs.pdf).

Your right to be free from unreasonable seizures *(U.S. Constitution, 4th Amendment)*

- You are protected against unreasonable seizures, which includes detaining or arresting you.
- Law enforcement must have a reasonable suspicion of wrongdoing before they can stop and question or search you. You can ask "Am I being detained?" or "Am I free to leave?" If the officer says that you are not being detained or you are free to leave, then you can walk away calmly.
- An arrest requires probable cause and occurs when a person is taken into custody by law enforcement officers.
- Law enforcement agents do not need a judge-signed warrant to arrest someone in public.
- You have the right to speak to a lawyer if you are arrested. You may be pressured to sign documents. You do not have to sign anything without speaking to an attorney.

Your right to remain silent *(U.S. Constitution, 5th Amendment)*

- Anything you say to law enforcement officers can be used against you in court.
- You have the right to remain silent, even if you are asked about your immigration status.
- If you wish to remain silent, clearly state so, request to speak with an attorney **and then remain silent**.
- Do not provide false information, false identification, or false documents to an officer. Providing false documents is a federal offense and may carry severe immigration consequences for noncitizens.

Your right to record interactions with law enforcement in public spaces under the 1st Amendment

The public has the right to observe and record officers and government officials carrying out their duties in public. If you choose to record, you should stand a safe distance away and do not interfere with the officer's actions. Physical obstruction or verbal escalation can put your safety at risk and may lead to criminal charges.

Access to legal representation

If you are arrested, you have the right to an attorney. If you cannot afford an attorney, you can get a government-appointed attorney to represent you in a criminal case.

However, if you are arrested by U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP), which includes Border Patrol, for civil immigration violations, you have the right to consult with a lawyer, but the government is not required to provide a lawyer for you. If you are arrested by ICE or CBP, you may invoke your right to speak with an attorney before saying or signing anything. You may also ask to speak to your consulate who may provide assistance.

Workers' Compensation

You have the right to workers' compensation benefits if you are injured or become ill because of your job. The benefits provide you with medical care for your injury/illness, partially replace the wages you lose while you are recovering, and help you return to work. For additional information, visit www.dir.ca.gov/dwc/ or call 1-800-736-7401.

Who can I contact if I believe my rights have been violated?

If you believe your rights have been violated, below is a list of government agencies where you can seek assistance:

California Department of Industrial Relations (DIR):

California Labor Commissioner's Office (LCO)

Information: (833) LCO-INFO (833-526-4636)
Immigration helpline: (855) 526-7775
www.dir.ca.gov/dlse/

California Division of Occupational Safety and Health (Cal/OSHA)

(833) 579-0927
https://www.dir.ca.gov/dosh/

California Division of Workers Compensation (DWC)

(800) 736-7401
dir.ca.gov/dwc/

Other California Agencies:

California Attorney General (AG)

(800) 952-5225
www.oag.ca.gov

California Civil Rights Department (CRD)

(800) 884-1684
calcivilrights.ca.gov/

California Agricultural Employees
Agricultural Labor Relations Board (ALRB)

(800) 449-3699
www.alrb.ca.gov

California Public Sector Employees and Transportation Network Company Drivers
Public Employment Relations Board (PERB)

(916) 322-3198
perb.ca.gov

Federal Agencies:

Private Sector Employees
National Labor Relations Board (NLRB):

(844) 762-6572
www.nlrb.gov

Federal Employees
U.S. Federal Labor Relations Authority (FLRA):

(771) 444-5801
https://www.flra.gov/

Railway and Airline Employees
National Mediation Board (NMB):

(202) 692-5000
https://nmb.gov/NMB_Application/

Non-Governmental Organizations:

You may also contact a nonprofit legal or community-based organization for assistance. For a list of organizations that partner with state agencies to help workers to understand their rights, scan the QR code to the right, or visit www.dir.ca.gov/dlse/Nonprofit-Legal-and-Community-Based-Organizations-Serving-Workers.html.

Coversheet

Fiscal Policy Revision 2026

Section: III. Approval of Consent Items
Item: J. Fiscal Policy Revision 2026
Purpose: Vote
Submitted by:
Related Material: Fiscal Policies and Procedures Handbook Memorandum 06-2026.pdf
OMI_Fiscal_Policies_2026.pdf

BACKGROUND:

The 2026 Fiscal Policies and Procedures Handbook supersedes the June 23, 2020 edition and reflects a comprehensive update to OMI's fiscal governance framework benchmarked against three area school districts and three Bay Area charter networks. Key revisions include the Board's June 25, 2025 expansion of the Superintendent's contract approval authority to $100,000, a formalized three-tier administrative authority chain, role-specific responsibilities across the Superintendent, CBO, CFO, Human Resources Manager, Director of Administrative Services, and IT Director, and new sections governing cybersecurity, information protection, and GSA-anchored travel and expense reimbursement. The Board is asked to formally adopt this handbook at a duly noticed public meeting, authorizing it as OMI's governing fiscal policy document effective upon signature.

MEMORANDUM

Fiscal Policies and Procedures Handbook — 2026 Revision Summary

TO: Superintendent, Oakland Military Institute (OMI) College Preparatory Academy
FROM: Chief Business Officer / Chief Financial Officer
DATE: June 2026
RE: **Summary of Revisions — Fiscal Policies and Procedures Handbook, 2026 Edition**
STATUS: *Pending Board Approval*

EXECUTIVE SUMMARY

This memorandum summarizes all material revisions incorporated into the OMI Fiscal Policies and Procedures Handbook, 2026 Edition, which supersedes the June 23, 2020 edition. The 2026 handbook was developed through a comparative review of three area school districts — Oakland Unified (OUSD), San Francisco Unified (SFUSD), and San Jose Unified (SJUSD) — and three Bay Area charter school networks — KIPP Northern California, Envision Education, and Diego Hills Central Charter.

Twelve substantive policy areas were revised or newly introduced. The most significant operational changes for your attention are:

- Your contract approval authority has been formally expanded to $100,000 per the Board's June 25, 2025 action.
- A three-tier hierarchical authority chain now governs all financial decisions in your absence.
- Cybersecurity responsibilities are formally divided between the IT Director (system security) and the CBO/CFO (information protection).
- Seven additional policy areas have been strengthened to align with current California law and FCMAT best practices.

BOARD ACTION REQUIRED: This handbook must be presented for Governing Board approval at a duly noticed public meeting before it takes effect. The Superintendent's signature block on the final page requires execution concurrent with Board approval.

1. AUTHORITY STRUCTURE AND GOVERNANCE CHANGES

1A. Superintendent Contract Approval Authority — $100,000 (Board Action: June 25, 2025)

This is the most consequential operational change in the 2026 handbook. At its June 25, 2025 regular board meeting, the OMI Board of Directors formally expanded the Superintendent's contract execution authority. The revised threshold structure is:

Contract Value	Approval Authority	Board Requirement
Up to $100,000	Superintendent (or CBO/CFO by written delegation)	Ratify at next regular meeting

Contract Value	Approval Authority	Board Requirement
Over $100,000	OMI Board of Directors — prior approval required	Board approval BEFORE execution
Emergency >$100,000	Superintendent with Board Chair + 2 Board member notification prior to signing	Ratify or rescind within 30 days
Any amount — sole source	Superintendent + CBO/CFO written justification memo required	Ratify at next regular meeting

PRACTICAL IMPLICATION: Contracts you previously routed to the Board for prior approval under the $10,000 old threshold may now be executed directly — up to $100,000 — provided the expense is within the approved budget. All such contracts must still appear on the next Board agenda for ratification. Ensure the CBO maintains a contract log so nothing falls through the ratification cycle.

1B. Hierarchical Decision-Making Authority (New — Formal Three-Tier Chain)

The 2020 handbook referenced only the Superintendent. The 2026 edition establishes a formal, documented chain of authority with defined scopes and escalation rules:

- Level 1 — Superintendent: Primary authority for all financial management within Board delegations.
- Level 2 — CBO/CFO: Full financial management authority in the Superintendent's absence, incapacity, or by formal written delegation. Day-to-day oversight and compliance.
- Level 3 — Formally Designated Designee: Named in writing by the Superintendent and approved by the Governing Board. Limited to urgent operational expenditures within the approved budget only — cannot approve new contracts, execute loans, or take Board-reserved actions. Designation must be documented in Board minutes and reviewed annually.

ACTION REQUIRED: You must formally designate a Level 3 designee by name, submit that designation in writing, and place it on a Board agenda for approval. This designation should be reviewed each July.

2. CYBERSECURITY AND INFORMATION SECURITY — DIVIDED RESPONSIBILITIES

The 2026 handbook introduces a dedicated cybersecurity section (new to this edition) with a clear division of roles between the IT Director and the CBO/CFO. This distinction reflects best practices from OUSD, KIPP NorCal, and Envision Education.

Role	IT Director — System Security	CBO/CFO — Information Protection
Primary Focus	Technical security of all OMI information systems	Governance and protection of OMI financial and personnel data
Specific Duties	Firewalls, intrusion detection, MFA enforcement, patching, vulnerability remediation, system backups, disaster recovery	Financial system user access rights policy, vendor due diligence, CA Civil Code §1798.29 breach notification, audit log compliance
Incident Response	Leads technical containment and investigation	Leads legal notification, stakeholder communication, financial impact assessment
Reports To	Superintendent and CBO/CFO	Superintendent and Governing Board (annual joint report)

Role	IT Director — System Security	CBO/CFO — Information Protection
Joint Requirement	Quarterly meeting between IT Director and CBO/CFO to review access logs, security updates, vendor risk, and anomalies	Same — joint summary report to Superintendent and Board at least annually

ACTION REQUIRED: Confirm with the IT Director that MFA is active on all financial systems and banking platforms, and that a quarterly joint review cadence with the CBO is scheduled. Access rights must be revokable within one business day of any staff departure.

3. COMPLETE POLICY REVISION REGISTER — ALL 12 CHANGES

The following table documents every substantive revision from the 2020 handbook to the 2026 edition, cross-referenced to the applicable section of the handbook.

#	Policy Area	Prior Language / Gap	2026 Revision
1	**Superintendent Contract Authority**	Board approval required for all contracts over $10,000.	Per June 25, 2025 Board action: Superintendent may execute contracts up to $100,000. Board must approve contracts over $100,000 prior to execution. All contracts under $100,000 must be ratified at the next Board meeting.
2	**Hierarchical Decision-Making Authority**	Superintendent referenced as sole authority. No formal succession or delegation structure.	Three-tier hierarchy: (1) Superintendent, (2) CBO/CFO, (3) Formally designated designee approved by Board. Each level has defined scope; designee may not approve new contracts or loans. Designation documented in Board minutes and reviewed annually.
3	**Cybersecurity & Information Protection**	Not addressed in the 2020 edition.	New section. IT Director owns system security (technical). CBO/CFO owns information protection and financial data governance (policy). Mandatory quarterly joint review. Breach response roles defined. MFA required on all financial systems.
4	**FPPC Form 700 — Conflict of Interest**	General prohibition on conflicts of interest. No reference to FPPC filing requirement.	All designated positions (Board members, Superintendent, CBO, CFO) must file FPPC Form 700 annually by April 1. New designees file within 30 days. CBO maintains compliance log reported to Board annually.
5	**Competitive Purchasing Thresholds**	Good-faith effort required for purchases above $5,000 only.	Tiered framework: Under $5,000 — preapproval only. $5,000–$15,000 — two informal quotes. Over $15,000 — three formal written bids required.
6	**Vendor Debarment Check**	Not addressed.	SAM.gov debarment check required before executing any purchase with federal funds. Documentation retained on file.
7	**Multi-Year Financial Projections**	Not addressed.	CFO must present a 3-year financial projection at the 1st Interim (December) and 2nd Interim (March) Board meetings, including enrollment assumptions, LCFF revenue modeling, and reserve adequacy analysis.

#	Policy Area	Prior Language / Gap	2026 Revision
8	**Electronic Payments (EFT/ACH)**	Brief mention only; no controls specified.	Formal policy: payments up to $25,000 — Superintendent or CFO approval. Over $25,000 — dual authorization required. MFA mandatory for all online banking. Individual credentials only; no shared logins. Confirmations saved as PDFs.
9	**Auditor Rotation**	6-year lead partner limit per Government Code §12410.6 cited.	Statutory 6-year lead partner limit confirmed. Full audit firm rotation every 8 years added as best practice, consistent with OUSD, SFUSD, and peer charter networks.
10	**Reserve Fund Draw Authorization**	5% minimum reserve stated. No process for drawing below threshold.	Board must affirmatively vote prior to any draw reducing reserves below 5%. CFO must present written restoration plan within same or following fiscal year.
11	**Fund Commingling Prohibition**	Not addressed.	Explicit prohibition on commingling funds across programs or revenue sources. Inter-fund loans must be documented as due-to/due-from transactions and resolved within the same fiscal year.
12	**Board Fiscal Literacy Training**	Not addressed.	Annual fiscal literacy orientation required for full Board, facilitated by CFO or external fiscal advisor. New Board members receive orientation within 60 days of appointment.

4. ADDITIONAL OPERATIONAL UPDATES IN THE 2026 HANDBOOK

Beyond the 12 major policy revisions, the 2026 handbook includes the following operational language updates:

Accounts Payable — Early Payment Terms

- The timeline for paying invoices with favorable early payment terms has been updated from 7 days to 30 days, providing the Business Office greater operational flexibility while still incentivizing prompt payment.

Payroll — ACH File Authorization

- ACH payroll files must be reviewed and approved by the CBO or Superintendent before transmission. No single individual may both prepare and approve a payroll file. (New segregation-of-duties control.)

Payroll — Role Titles Updated

- References to "independent payroll service provider or Controller" updated to reflect current staffing: Director of Admin Services processes payroll; Human Resources Manager or Business Services Manager reconciles payroll to general ledger.

Credit Cards — Cardholder Name Policy

- Credit cards will now bear the name of 'OMI,' 'OMI Administration,' or 'OMI Business Office' rather than the Superintendent's name individually, reducing personal liability exposure.
- Two-member authorization (any combination of Superintendent, CBO, or CFO) is now required to authorize credit card use by an individual.

Insurance — Expanded Responsible Parties

- Insurance oversight responsibilities previously held solely by the CFO are now shared with the CBO and Director of Admin Services, reflecting current org structure.

Vendor Management — Title Update

- References to 'Controller' in vendor vetting and W-9 management have been updated to 'Business Office Contracting Representative' to reflect current staffing.

Bank Reconciliation — Role Clarification

- Bank reconciliation preparation responsibility has been clarified: the CFO prepares the reconciliation; the Controller verifies the balance comparison; the CBO prepares the monthly summary report.

5. REQUIRED ACTIONS — SUPERINTENDENT CHECKLIST

The following actions are required to implement the 2026 handbook. Items marked with an asterisk (*) require Board agenda placement.

Required Action	Responsible Party	Target / Deadline
* Present the 2026 Fiscal Policies and Procedures Handbook for formal Governing Board adoption at a duly noticed public meeting.	**Superintendent**	Before handbook takes effect
* Formally designate a Level 3 financial authority designee by name in writing and place on a Board agenda for approval. Document in Board minutes.	**Superintendent**	Prior to or concurrent with handbook adoption
Confirm IT Director has implemented MFA on all financial systems and banking platforms. Obtain written confirmation.	**IT Director / Superintendent**	Within 30 days of adoption
Schedule the first required quarterly joint cybersecurity review meeting between IT Director and CBO/CFO.	**CBO/CFO**	Within 60 days of adoption
Ensure all designated positions (Board members, Superintendent, CBO, CFO) have filed or are scheduled to file FPPC Form 700. CBO to establish compliance log.	**CBO/CFO**	By April 1 annually
Establish a contract ratification log to track all contracts executed under Superintendent authority (<$100,000) for inclusion on the next Board agenda.	**CBO/CFO**	Immediately upon adoption
Provide vendor SAM.gov debarment verification procedure to Business Office Contracting Representative. Confirm process is operational for federally funded purchases.	**CBO/CFO**	Within 30 days of adoption
Brief the full Board on the 2026 handbook revisions and schedule the annual fiscal literacy orientation session per the new policy.	**Superintendent / CBO/CFO**	Within 60 days of adoption
New Board member fiscal orientation protocol: confirm CBO is prepared to deliver orientation within 60 days of any new member's appointment.	**CBO/CFO**	Ongoing
Confirm annual FDIC coverage review is calendared for the CFO.	**CFO**	Annually, each July

6. COMPARATIVE REVIEW BASIS

The 2026 revisions are grounded in a structured comparative analysis. The table below summarizes how OMI's revised policies compare to the reviewed peer institutions on key fiscal control dimensions.

Policy Area	OUSD	SFUSD	SJUSD	KIPP NorCal	Envision	OMI 2026
Bid threshold	$15K	$5K–$50K	$5K–$15K	$10K	$10K	**$5K–$15K tiered ✓**
Board contract approval	>$10K	>$10K	>$10K	>$10K	>$10K	**>$100K (June 2025) ✓**
Min. reserve	3% (5% target)	3% statutory	6% Board	Varies	5% (8% target)	**5% min. ✓**
FPPC Form 700	Required	Required	Required	Required	Required	**Required ✓**
Auditor rotation	5 years	5 years	5 years	5 years	5 years	**6-yr partner / 8-yr firm ✓**
Multi-yr projection	Required	Required	Required	Required	Required	**Required ✓**
Cybersecurity policy	Annual review	Annual review	Annual review	Annual review	Annual review	**Split roles + joint review ✓**
SAM.gov check	Required	Required	Required	Required	Required	**Required ✓**

ACKNOWLEDGMENT

I have reviewed the 2026 Fiscal Policies and Procedures Handbook revision summary and understand the operational changes, new authority structures, and required actions described herein.

Superintendent Signature

Date

Distribution: Superintendent | CBO/CFO | IT Director | Governing Board Chair (upon adoption)

FISCAL POLICIES AND PROCEDURES HANDBOOK

Oakland Military Institute (OMI) College Preparatory Academy

2026 EDITION

Supersedes: June 23, 2020 Edition

Prepared for Board Approval | Authorizing District: Oakland Unified School District

SECTION I: COMPARATIVE FISCAL REGULATIONS ANALYSIS

This section presents a comparative analysis of fiscal policies and procedures drawn from three area school districts and three independent charter schools. The purpose is to identify best practices, regulatory gaps, and areas where OMI's handbook required revision to align with current California law, FCMAT guidance, and peer institution standards.

1.1 Area School Districts Reviewed

District 1: Oakland Unified School District (OUSD)

Enrollment: ~35,000 students | Authorizing Entity: Alameda County Office of Education

- OUSD operates under heightened state fiscal oversight, having completed a state-administered loan repayment in 2025 after fiscal receivership beginning in 2003. Its fiscal systems audit (2025) confirmed strong internal controls while flagging enrollment sustainability risks.
- Purchasing controls: OUSD requires competitive bidding for all contracts exceeding $15,000 (aligned with Public Contract Code §20111), dual authorization for expenditures above $10,000, and a three-bid minimum for professional services contracts.
- Reserve policy: OUSD maintains a minimum 3% reserve of total expenditures as required by Education Code §42127.01, with an internal target of 5% for General Fund unrestricted balances.
- Audit cycle: Annual independent audit required by December 15 each year. OUSD uses a five-year auditor rotation policy to avoid familiarity risk.
- Digital/EFT payments: OUSD fully authorizes ACH, wire transfers, and online bill pay under Board-adopted electronic payment policy, with dual approval required for transactions over $25,000.
- Technology and cybersecurity controls: OUSD requires annual review of financial system access rights and employs role-based access controls across its ERP (financial management software).

District 2: San Francisco Unified School District (SFUSD)

Enrollment: ~50,000 students | Fiscal Status: Under FCMAT Enhanced Oversight (2024)

- SFUSD's 2024 FCMAT Fiscal Health Risk Analysis identified deficiencies in leadership oversight and monitoring of fiscal solvency, resulting in state-authorized fiscal advisors with veto power over certain Board and Superintendent decisions.
- Key lesson: SFUSD's challenges underscore the importance of monthly cash flow monitoring, multi-year budget projections, and Board-level financial literacy — all areas where OMI's manual has been strengthened in this revision.
- Purchasing controls: SFUSD requires three competitive quotes for purchases between $5,000 and $50,000, and formal competitive bidding (RFP/RFQ) for contracts over $50,000. Sole-source justifications must be submitted in writing and approved by the Chief Business Officer.
- Fraud prevention: SFUSD employs a dedicated internal audit function with independent reporting to the Board Audit Committee, and requires annual conflict-of-interest disclosure (FPPC Form 700) for all designated positions.
- Financial reporting cadence: Monthly budget-to-actual reports, quarterly cash flow projections, and interim certifications (1st and 2nd Interim) per Education Code.

District 3: San Jose Unified School District (SJUSD)

Enrollment: ~30,000 students | Status: Positive fiscal certification

- SJUSD has maintained a Positive interim budget certification for multiple consecutive years, reflecting sound internal controls and conservative budgeting practices.
- Purchasing thresholds: Formal board approval required for contracts exceeding $10,000; competitive bidding (informal) for $5,000–$15,000; formal public bidding for construction and professional services above $50,000 (per Public Contract Code §20111).
- Reserve requirement: SJUSD maintains a Board-adopted reserve of at least 6% of total general fund expenditures, exceeding the state minimum of 3%.
- Vendor management: All vendors must be cleared through a W-9 process and checked against the federal debarment list (SAM.gov) for any federally funded purchases. Annual vendor re-verification required.
- Internal audit: SJUSD conducts periodic internal reviews of high-risk areas (payroll, procurement, student body accounts) and reports findings to the Audit and Finance Committee quarterly.

1.2 Independent Charter Schools Reviewed

Charter School 1: KIPP Northern California Public Schools (Bay Area)

Schools: 17 sites (Oakland, San Jose, San Francisco, Redwood City) | Grades: TK–12

- KIPP NorCal operates as a multi-site charter network. Each school is a separate LEA but shares centralized back-office fiscal management through the Regional Support Office — a model that achieves economies of scale while maintaining site-level financial reporting.
- Purchasing: KIPP requires three bids for purchases over $10,000, and a documented sole-source exception process. Credit card policy limits single purchases to $2,500 and requires receipts within 48 hours.
- Cybersecurity note: KIPP NorCal experienced a third-party data breach (MOVEit/Paycom) affecting employee financial data, underscoring the importance of vendor risk assessments in fiscal policy.
- Fund separation: KIPP strictly prohibits commingling of funds across school sites. Inter-school loans must be documented as due-to/due-from transactions and resolved within the same fiscal year.
- Digital payments: ACH and EFT authorized with dual approval. Online banking requires two-factor authentication and segregated access credentials.

Charter School 2: Envision Education (Bay Area Network)

Schools: 5 sites (Oakland, Hayward) | Grades: 6–12

- Envision Education is OUSD-authorized and follows FCMAT's California Charter School Accounting and Best Practices Manual (2022 revision) as its baseline, supplemented by site-specific procedures.
- Purchasing thresholds: Purchases over $10,000 require board approval; purchases between $1,000 and $10,000 require CEO and CFO co-approval; all purchases require pre-approved purchase orders.
- Conflict of interest: All Board members, the CEO, and the CFO complete annual FPPC Form 700 filings. Contract awards to related parties are prohibited unless publicly disclosed and approved by the full Board in open session.
- Reserves: Envision maintains a reserve policy of no less than 5% of unrestricted general fund revenues, with a target of 8% to cushion enrollment fluctuations.
- Audit: Annual audit submitted to OUSD (authorizer), ACOE, CDE, and SCO by December 15. Auditor rotation every five years per Government Code §12410.6.

Charter School 3: Diego Hills Central Charter (Southern California Peer Reference)

Network: Multi-site | Adopted: FCMAT Best Practices Manual (2020/2022)

- Diego Hills explicitly adopts the FCMAT California Charter School Accounting and Best Practices Manual on an ongoing basis as its governing fiscal document, with supplemental site policies layered on top.
- Key distinguishing policy: Prohibition on fund blending across multiple LEA entities, even when sharing administrative staff. Inter-fund transactions must be documented and resolved within the fiscal year.
- Purchasing: Good-faith competitive effort required for purchases over $10,000, with documented bids maintained on file. Board approval required for all contracts over $10,000.
- Electronic records: Aligns with FCMAT guidance on electronic document retention, requiring a minimum 7-year retention for fiscal records and permanent retention for audit reports.

1.3 Key Comparative Findings — Summary Matrix

Policy Area	OUSD	SFUSD	SJUSD	KIPP NorCal	Envision Ed	OMI 2026
Competitive bid threshold	$15,000	$5,000–$50K (tiered)	$5,000–$15K (informal)	$10,000	$10,000	$5,000 (good faith)
Auditor rotation policy	5 years	5 years (FPPC)	5 years	5 years	5 years	6 years (Govt Code)
Minimum reserve	3% (target 5%)	3% statutory	6% Board policy	Varies by site	5% (target 8%)	5% unrestricted GF
Board contract approval	>$10,000	>$10,000	>$10,000	>$10,000	>$10,000	>$100,000 (June 2025)
COI / FPPC Form 700	Required	Required	Required	Required	Required	Not specified
Petty cash	Prohibited	Restricted	Allowed (<$500)	Restricted	Restricted	Prohibited
Debit cards	Prohibited	Prohibited	Prohibited	Prohibited	Prohibited	Prohibited
Multi-year financial projection	Required (LCAP)	Required (FCMAT)	Required	Required	Required	Required
Cybersecurity / system access review	Annual	Annual	Annual	Annual	Annual	Annual
Vendor debarment check	SAM.gov required	SAM.gov required	SAM.gov required	SAM.gov required	Required	Required

1.4 Summary of Revisions Made to the 2020 Handbook (Reflected in 2026 Edition)

Based on the comparative analysis above and updated California statutory requirements, the following substantive revisions have been incorporated into the 2026 edition:

Area	2020 Policy	2026 Revision
Purchasing threshold	Good faith effort above $5,000	Tiered: informal quotes $5K–$15K; formal bids above $15K; Superintendent approves up to $100K; Board approves above $100K; Board ratifies under $100K
Conflict of Interest	General prohibition; no FPPC reference	Explicit FPPC Form 700 requirement for all designated positions annually
Contract approval authority	Board approves all contracts >$10,000	Per June 25, 2025 Board action: Superintendent approves up to $100,000; Board approves >$100,000; Board ratifies contracts under $100,000 at next meeting
Hierarchical authority	Superintendent only referenced	Formal three-level hierarchy: Superintendent → CBO/CFO → Board-approved formal designee, each with defined scope and escalation rules
Vendor debarment	Not addressed	SAM.gov debarment check required for federally funded purchases
Multi-year projections	Not addressed	CFO to present 3-year financial projection at each 1st and 2nd Interim Board meeting
Cybersecurity roles	Not addressed	Split responsibility: IT Director owns system security; CBO/CFO owns information protection and financial data governance; joint quarterly review required
Electronic payments	Mentioned but not detailed	Formal EFT/ACH policy with dual authorization above $25,000 and 2FA requirement
Auditor rotation	6 consecutive years (Govt Code)	Clarified: 6-year lead partner limit; full firm rotation recommended every 6 years
Reserve target	5% unrestricted GF revenues	Retained 5% minimum; added Board authorization required to draw below threshold
Fund commingling	Not addressed	Explicit prohibition on fund commingling; inter-fund loans must be documented and resolved within fiscal year
Financial literacy training	Not addressed	Annual Board fiscal training required; CFO to arrange orientation for new members

SECTION II: FISCAL POLICIES AND PROCEDURES HANDBOOK — 2026 EDITION

Oakland Military Institute (OMI) College Preparatory Academy | Fiscal Policies and Procedures Handbook — Board Approved June 11, 2026.

OVERVIEW

The Governing Board of OMI has reviewed and adopted the following policies and procedures to ensure the most effective use of OMI funds to support its mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately. This 2026 edition supersedes the June 23, 2020 edition and incorporates revisions based on updated California law, FCMAT best practices (2022), and comparative review of peer institutions.

- The Governing Board formulates financial policies and procedures, delegates administration of the policies and procedures to the Superintendent, and reviews operations and activities on a regular basis. The Board shall receive annual fiscal literacy training to support informed oversight.

 REVISED: HIERARCHICAL DECISION-MAKING AUTHORITY: Financial management decisions and approvals shall follow the chain of authority established below. Each level may act only within its defined scope; decisions exceeding that scope must be escalated to the next level. No level may re-delegate upward or circumvent the chain.

- Level 1 — Superintendent: The Superintendent holds primary responsibility for all operations and activities related to financial management and serves as the highest administrative authority for financial decisions within Board-approved delegations.
- Level 2 — Chief Business Officer (CBO) / Chief Financial Officer (CFO): In the absence, incapacity, or formal delegation by the Superintendent, the CBO/CFO assumes full financial management authority. The CBO/CFO serves as the Superintendent's principal fiscal advisor and carries out day-to-day financial oversight, reporting, and compliance functions.
- Level 3 — Formally Designated Designee: In the concurrent absence or incapacity of both the Superintendent and the CBO/CFO, a formally designated designee — named in writing by the Superintendent and approved by the Governing Board — may exercise financial management authority limited to urgent operational expenditures within the approved budget. The designee may not approve new contracts, execute loans, or take actions reserved to the Superintendent or Board. The designation must be documented in Board minutes and reviewed annually.
- Any exercise of authority by a designee must be reported to the Superintendent and CBO/CFO at the earliest opportunity and ratified at the next Governing Board meeting.
- Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- All administrative employees are required to take annual vacations of at least five (5) consecutive days.
- All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
- The Governing Board will commission an annual financial audit by an independent third-party auditor who is licensed by the California Board of Accountancy and will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter authorizer.

 REVISED: Board members, Superintendent, CBO, and CFO must annually complete and submit FPPC Form 700 (Statement of Economic Interests) in accordance with California Government Code §87300. Failure to file is a violation of the Political Reform Act.

ANNUAL FINANCIAL AUDIT

- The Superintendent will annually ensure that an auditor is chosen by March 1 to perform an annual fiscal audit for the current year. The auditor must be an independent CPA firm licensed by the California Board of Accountancy and included in the state controller's directory of qualified LEA auditors.
- The Chief Financial Officer will: recommend to the Governing Board the retention or termination of the auditor; negotiate the audit fee; meet and confer with the auditor(s); review the audit and make a recommendation on Board approval; and approve any non-audit services by the auditing firm.
- The audit must be performed in accordance with Generally Accepted Auditing Principles (GAAP) and Governmental Auditing Standards (Yellow Book).
- The audited financial statements must be available for public inspection for three years; available at OMI's offices during regular business hours; mailed to any person requesting a copy; and posted on OMI's website.
- If OMI fails to contract for the audit by April 1, the county superintendent of schools may contract on OMI's behalf by May 1 [E.C. 41020(b)(1) and (b)(3)].
- Per Government Code §12410.6(b), a lead audit partner may not perform audit services for the same local agency for more than six consecutive fiscal years.

 REVISED: In addition to the six-year lead partner rotation required by law, OMI should consider full audit firm rotation every six years as a best practice..

- The audit shall include: accuracy of financial statements; attendance business and revenue accuracy practices; internal control practices; Associated Student Body funds (if any); and required federal and state programs.
- Per E.C. §47605(m), OMI must submit its annual audit by December 15 to: Oakland Unified School District; Alameda County Office of Education; the California Department of Education; and the State Controller's Office.
- The independent auditor should formally present the charter school's annual financial statements to the full Governing Board at a public board meeting.

PURCHASING

- The Superintendent, CBO/CFO, or formally designated designee (as described in the Hierarchical Decision-Making Authority section of this handbook) may authorize expenditures within the approved budget in accordance with the authority level assigned to their position. The Governing Board must review all expenditures at a Governing Board meeting by approving a check register listing all checks written during a set period (check number, payee, date, and amount). The Governing Board must also approve or ratify all contracts in accordance with the thresholds established herein.
- Expenditures must be preapproved. Vendors must be properly vetted and documented, including a completed W-9, which will be managed by the Business Office Contracting Representative.

 REVISED: Prior to executing any purchase with federal funds, the Business Office Contracting Representative must verify that the vendor is not listed on the federal System for Award Management (SAM.gov) debarment database. Documentation of this verification must be retained on file.

- The Superintendent (or CBO/CFO or designee acting within their delegated authority) must approve all purchases prior to purchase (preapproval). When preapproving purchases, the approving authority must: determine if the expenditure is budgeted; determine if funds are currently available; determine if the expenditure is allowable under the appropriate revenue source; determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and applicable laws; and determine if the price is competitive and prudent.

Competitive Purchasing Thresholds

 REVISED: OMI adopts a tiered competitive purchasing framework consistent with peer district and charter school standards:

- Purchases under $5,000: Superintendent, CBO/CFO, or formally designated designee preapproval required; no formal quote process required, though prudent cost comparison is encouraged.
- Purchases $5,000–$15,000 (Informal Threshold): A good-faith effort must be made to secure the lowest possible cost for comparable goods or services. At least two informal quotes should be obtained and documented. Superintendent or CBO/CFO approval required.
- Purchases over $15,000 (Formal Threshold): At least three competitive bids or quotes must be obtained in writing and documented on file. The Business Technician will maintain a contract file evidencing competitive bids obtained and justification of need. Superintendent or CBO/CFO approval required.

 REVISED: CONTRACT APPROVAL AUTHORITY — UPDATED PER JUNE 25, 2025 BOARD ACTION: Pursuant to the OMI Board of Directors action taken at the regular board meeting of June 25, 2025, the Superintendent's contract approval authority has been expanded to contracts up to $100,000. The following thresholds now govern all contract approvals:

- Contracts up to $100,000: The Superintendent has authority to approve and execute contracts up to $100,000 within the approved budget without prior Board approval. The Superintendent may, in writing, delegate this authority to the CBO/CFO for specific contract categories or in the Superintendent's absence per the Hierarchical Decision-Making Authority provisions. All contracts executed under this authority must be presented to the Governing Board for ratification at the next regularly scheduled board meeting.
- Contracts over $100,000: The OMI Board of Directors must approve all contracts for services, goods, or any other purpose exceeding $100,000 prior to execution. No contract above this threshold may be signed or committed to without prior Board approval at a duly noticed public meeting.
- Ratification of contracts under $100,000: All contracts executed by the Superintendent or designee under delegated authority (up to $100,000) must be submitted to the Board for ratification on the next available agenda. Ratification items shall include the contract amount, vendor name, scope of services, and funding source.
- Emergency contracts: In the event of a bona fide emergency requiring immediate contract execution above $100,000, the Superintendent must notify the Board Chair and at least two additional Board members prior to signing. The full Board must ratify or rescind the contract at a special or regular meeting within 30 days.
- Sole-source exceptions: Single-vendor purchases at any threshold must be documented in writing with a justification memo approved by the Superintendent and CBO/CFO, and presented to the Board for ratification at the next regular meeting.

Credit Cards and Debit Cards

- All credit cards shall be maintained in a lockbox in the business office. Two-member authorization by any combination of the Superintendent, CBO, or CFO must authorize an individual to use a school credit card to make an authorized purchase consistent with guidelines provided by the Superintendent and/or Governing Board.
- Authorized individuals must sign the credit card out and return it with documentation of all purchases within 24 hours of purchase, unless otherwise authorized by the CBO or CFO.
- If receipts are not available or are missing, the individual making the charge will be held responsible for payment.
- Credit cards will bear the names of OMI, OMI Administration, or OMI Business Office.
- Debit cards are not allowed.

PETTY CASH

- Petty cash accounts are not allowed.

CONTRACTS

- Consideration will be made of in-house capabilities to accomplish services before contracting for them.
- The Business Technician will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts that exceed $15,000.
- Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
- Written contracts clearly defining work to be performed will be maintained for all contractors (consultants, independent contractors, subcontractors).
- Contractors must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Superintendent may also require that contractors list the school as an additional insured.
- All service providers are required to complete a W-9 prior to submitting any requests for payments to OMI.
- The Superintendent (or CBO/CFO acting within delegated authority) will approve proposed contracts and modifications in writing and is responsible for ensuring the terms of contracts are fulfilled before payment.

 REVISED: CONTRACT AUTHORITY SUMMARY — per June 25, 2025 Board Action: The Superintendent is authorized to approve and execute contracts up to $100,000. The OMI Board of Directors must approve all contracts for services over $100,000. All contracts executed under Superintendent authority must be ratified by the Board at the next regularly scheduled meeting. See the Competitive Purchasing Thresholds section for the full tiered approval framework.

Conflicts of Interest and Self-Dealing

- Conflicts of interest and self-dealing are prohibited.
- Any potentially related-party relationships or transactions will be disclosed prior to the Governing Board entering into any contract.
- Board members, Superintendent, CBO, and CFO are designated positions. Designated positions must disclose all potentially related-party relationships, and may not vote on or participate in that contractor selection.

 REVISED: All designated positions must annually file FPPC Form 700 (Statement of Economic Interests) no later than April 1 each year. New designated positions must file within 30 days of assuming the position. The CFO will maintain a log of all filings and report compliance to the Board annually.

- All financial related-party relationships will be disclosed in the annual audit report.
- The Governing Board must approve all contracts for services over $100,000, consistent with the Superintendent's expanded contract approval authority adopted June 25, 2025. Contracts under $100,000 executed by the Superintendent or CBO/CFO must be ratified by the Board at the next regularly scheduled meeting.

ACCOUNTS PAYABLE

Authorization to Pay

- All original invoices will immediately be forwarded to the Superintendent (or CBO/CFO per delegated authority) for approval.
- The Business Technician will review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. The Business Technician will note the specific budget line item to be charged and verify that funds are available.

- Once the Business Technician has all supporting documentation and ensures the invoice is correct, both invoice and documentation shall be submitted to the Superintendent or CBO/CFO for approval. Once approved, the Business Technician will process the invoices and enter them into the business system as a payable.
- The CBO should review all entered invoices/payables and schedule them based on funds available and a projection of cash flow.
- If sufficient funds are not available to pay the payables selected, a check should not be prepared.
- When favorable early payment terms are available, accounts payable should be paid within thirty (30) days of when the early payment term expires, unless the Superintendent or CBO determines otherwise.
- Vendor credits should be applied in full to all amounts owed to the vendor when determining payment.

Bank Checks

- The Governing Board will approve, in advance, the list of authorized signers on the school account.
- The CBO/CFO will maintain a log of authorized check signers, including name, start and end date, and signing authority limits.
- The Governing Board will be authorized to open and close bank accounts.
- The Business Technician will be responsible for all blank checks and will keep them under lock and key.
- All checks will require two signatures. The Superintendent, Chief Financial Officer, and Commandant at OMI have signatory authority.
- Checks may not be written to cash, bearer, or petty cash. No individual will sign a blank check.
- Voided checks will have the signature line cut out and VOID written in ink. The original will be attached to the duplicate and forwarded to the business office.

Electronic Payments (NEW — 2026)

 REVISED: OMI authorizes electronic fund transfers (EFT), Automated Clearing House (ACH) payments, wire transfers, and online bill pay as approved payment methods, subject to the following controls:

- Electronic payments up to $25,000 require approval by the Superintendent or CFO.
- Electronic payments exceeding $25,000 require dual authorization by both the Superintendent and the CFO (or their Board-authorized designees).
- All online banking platforms used for OMI accounts must require multi-factor authentication (MFA) for each login session.
- Access credentials to banking platforms may not be shared. Each authorized user must have individual login credentials. The CFO will review and update access rights annually and immediately upon staff changes.
- Electronic payment confirmations must be saved as PDF documents and attached to the corresponding invoice(s) in the business system.

Bank Reconciliation

- Bank statements will be received directly, unopened, by the Chief Financial Officer.
- The CFO will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies or checks not cashed within 90 days will be researched and voided in the business system if applicable.
- The CFO will prepare the bank reconciliation within two weeks of receiving the bank statement.
- The CFO will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies (defined as greater than $100) to the CBO.
- The CBO will prepare a monthly summary report, approved by the CFO, listing outstanding checks and deposits.

ACCOUNTS RECEIVABLE

- Documentation will be maintained for accounts receivable.
- Accounts receivable will be recorded in the business system and collected on a timely basis.

Cash Receipts (Cash and Checks)

- For each fundraising or other event in which cash or checks will be collected, a designated staff member will be responsible for collecting all funds. All collected cash may not be maintained in an employee's personal account.
- The designated staff member will record each transaction in a prenumbered three-part receipt book at the time of the transaction.
- All fundraiser monies must be accompanied by a Cash Count form signed and dated by at least two witnesses.
- Funds and Cash Count form must be sealed in a tamper-proof plastic bank bag.
- All funds should be deposited the same day at the bank and taken to the bank with a witness. Deposits totaling greater than $2,000 will be deposited within 24 hours; deposits totaling less than $2,000 will be made weekly.
- Mail received at the school must be opened in the presence of at least two office staff members.
- All checks will be immediately endorsed with the school deposit stamp: 'For Deposit Only; OMI; Bank Name; Bank Account Number; Date Received by the School.'
- A deposit slip will be completed by the Business Technician and initialed by the Superintendent for approval to deposit.

Returned Check Policy

- If a check is returned for insufficient funds, the Business Technician will contact the check writer to arrange for immediate payment plus any bank fees. The check writer will be notified in writing. If payment is not received within 10 business days, the matter will be referred to the Superintendent.

PAYROLL

- The payroll function will be separated from accounts payable and general accounting functions.
- The Superintendent will authorize all changes to employee payroll records, including new hires, terminations, and salary adjustments.
- An independent payroll service provider or the Director of Administrative Services will process payroll based on Superintendent-authorized documentation.
- The Human Resources Manager or Business Services Manager will reconcile payroll records to general ledger entries monthly.
- Employee direct deposit authorizations must be submitted in writing by the employee and verified by the Human Resources Manager before implementation.

 REVISED: ACH payroll files must be reviewed and approved by the CBO or Superintendent before transmission to the bank or payroll processor. No single individual may both prepare and approve a payroll file.

TRAVEL AND EXPENSE REIMBURSEMENT

 REVISED: All travel-related planning, costs, and reimbursement approvals are administered through the Superintendent or formally designated designee (as established in the Hierarchical Decision-Making Authority section of this handbook). Reimbursable expenses are governed by the U.S. General Services Administration (GSA) per diem rates and services policies (gsa.gov/travel), supplemented by OMI-specific limits set forth in

this section. Where OMI policy is more restrictive than GSA, OMI policy governs. Where GSA provides a rate or category not otherwise addressed by OMI policy, the GSA standard applies.

Travel Planning and Pre-Authorization

- All travel on behalf of OMI — including attendance at conferences, trainings, site visits, or any event requiring absence from the regular work location — must be pre-authorized in writing by the Superintendent or designee before any costs are incurred or commitments made.
- The traveling employee must submit a Travel Request Form to the Superintendent or designee that includes: purpose and benefit of travel to OMI; destination, dates, and estimated duration; estimated itemized costs (registration, transportation, lodging, meals, and incidentals); funding source and budget line item; and confirmation that the travel is within the approved budget.
- Travel requests involving airfare, lodging, or total estimated costs exceeding $1,000 must be submitted no fewer than 14 days in advance to allow for cost-effective booking. Late requests require written justification.
- The Superintendent or designee may approve, deny, or modify a travel request. Approval must be documented in writing (email is acceptable) before any bookings are made.
- Group travel (two or more OMI employees traveling to the same event) must be coordinated through the Business Office to avoid duplicate costs and ensure consolidated booking where practicable.
- The Superintendent's own travel must be approved by the CBO/CFO or Governing Board Chair prior to booking, consistent with the hierarchical authority structure of this handbook.

General Reimbursement Standards

- All reimbursable expenses must be: pre-authorized; within approved budget; consistent with GSA per diem rates and services policies or OMI-specific limits; documented with original receipts or GSA-accepted documentation; and submitted on an OMI Expense Report Form within 30 days of travel completion.
- Expenses that are not pre-authorized, exceed applicable GSA or OMI limits, or lack required documentation will not be reimbursed. The employee bears personal responsibility for any non-reimbursable charges incurred.
- GSA per diem rates vary by destination and are updated annually each October 1. The Superintendent or designee will confirm the applicable GSA rate for each travel destination at the time of travel approval. Current rates are available at gsa.gov/perdiem.
- Alcohol purchases are prohibited on school business and are not reimbursable under any circumstance.
- Internet service is reimbursable only if pre-approved by the Superintendent or designee as operationally necessary for the travel.

Transportation

- The most economical and practical mode of transportation consistent with the purpose and timing of travel must be used. Employees must document the basis for their transportation selection when alternatives existed.
- Airfare will be reimbursed at coach/economy class only. Business or first class is not reimbursable. Airfare must be booked through the Business Office or with prior written approval of the Superintendent or designee.
- Rental vehicles are reimbursable when necessary and pre-authorized. Employees must decline the rental company's collision damage waiver (CDW) as OMI's insurance covers rental vehicles on approved school business. Fuel costs for rental vehicles are reimbursable with receipts.
- Personal vehicle mileage is reimbursable at the current IRS standard mileage rate (updated annually January 1) when use of a personal vehicle is pre-approved as the most economical option. Mileage to and from the employee's home commute origin is not reimbursable.
- Taxi, ride-share, or other forms of ground transportation are allowed and must be itemized and documented with receipts. Ride-share tips are subject to the 15% tip policy. Digital receipts generated by the ride-share application are acceptable documentation.

- Toll charges are reimbursable and must be documented with receipts or a written log if electronic tolling is used.

Lodging

- Lodging is reimbursable up to the applicable GSA lodging per diem rate for the travel destination. The Superintendent or designee will confirm the GSA lodging rate at time of travel approval.
- Employees are expected to book lodging at the GSA rate or below. If the conference hotel rate exceeds the GSA lodging rate, the Superintendent or designee may approve the conference hotel rate in writing when staying at that hotel is necessary for participation or when comparable alternative lodging is not reasonably available.
- Lodging receipts must be itemized. Personal charges (in-room movies, minibar, personal calls, laundry, valet) are not reimbursable and must not appear on the submitted lodging receipt.
- Lodging for travel of fewer than 50 miles from the employee's regular worksite requires specific written justification and Superintendent or designee approval.

Meal Per Diem

 REVISED: OMI adopts a daily meal per diem of $79.00 per day for travel in the Oakland, California area, consistent with the applicable GSA M&IE (Meals and Incidental Expenses) rate. For travel to other destinations, the GSA M&IE rate for that locality applies. The $79.00 Oakland daily allowance is allocated across the three daily meals as follows:

Meal	Maximum Reimbursement	Qualifying Time
Breakfast	$16.00	Travel begins at or before 7:00 a.m.
Lunch	$24.00	Travel spans the midday period
Dinner	$39.00	Travel extends to or past 6:00 p.m.
Daily Total	$79.00	All three meals combined

- Meal per diem applies only when the employee is in approved travel status away from their regular work location. Local meals within the normal commute area are not reimbursable under the per diem provision.
- When a conference registration fee includes a meal, the per diem for that meal may not also be claimed.
- On the first and last day of multi-day travel, GSA's 75% first-and-last-day rule applies: only 75% of the applicable daily M&IE rate is reimbursable (i.e., $59.25 for Oakland-rate travel days).
- Itemized receipts are required for all meal reimbursements. Per diem amounts represent maximums — only actual costs up to the stated limit are reimbursable.
- The Superintendent or designee will confirm and communicate the applicable GSA M&IE rate for non-Oakland travel destinations at the time of travel approval.

Tips

 REVISED: Meal and service tips may not exceed 15% and are calculated on the pretax amount of the receipt. Tips are reimbursable with a receipt consistent with 26 U.S.C. §162 (ordinary and necessary business expenses) and OMI Board-adopted policy. Ride-share tips are subject to this same 15% limit. Tips on alcohol are not reimbursable.

Parking

REVISED: Parking charges are reimbursable up to a maximum of $20.00 per day. A receipt is required for all parking charges. Self-parking must be used whenever available; valet parking is not reimbursable. Where a receipt is not obtainable (e.g., street metered parking), the amount, location, and facility must be documented on the expense report. Parking violations and fines are not reimbursable.

Non-Reimbursable Expenses

- The following expenses are not reimbursable under any circumstance: alcohol; laundry and dry cleaning; valet parking or service; personal telephone calls; personal internet; in-room movies, minibar, or hotel amenities of a personal nature; entertainment; fines or penalties of any kind; travel insurance purchased without pre-authorization; and any expense that is excessive, unreasonable, or inconsistent with GSA standards or OMI policy.

Expense Report and Reimbursement Process

- All travel expenses must be submitted on an OMI Expense Report Form within 30 days of the conclusion of travel. Late submissions require written explanation and Superintendent or designee approval.
- The Expense Report must include: employee name and position; travel dates and destination; purpose of travel and OMI benefit; itemized expenses by category; funding source; original receipts or GSA-accepted documentation for each expense; and employee signature certifying accuracy and compliance with OMI policy.
- The Superintendent or designee reviews and approves all expense reports before submission to the Business Office for payment. The Superintendent's own expense reports must be approved by the CBO/CFO.
- The Business Office will process approved reimbursements within 15 business days of receipt of a complete and approved Expense Report.
- Advances against travel expenses are discouraged. Where a travel advance is necessary and pre-authorized by the Superintendent or designee, it must be reconciled against actual expenses within 10 business days of the employee's return, with any unused advance returned to OMI immediately.

Governing Board Expenses

- Board members incurring authorized expenses while carrying out duties of the school will complete and sign an expense report.
- The Superintendent will approve and sign the expense report and submit it to the business office for payment.
- Board member expenses are subject to the same allowances and limitations as the Travel Expense section above.

FINANCE

Financial Reporting

- In consultation with the Superintendent, the CFO will prepare the annual financial budget for approval by the Governing Board.
- The CFO will submit monthly balance sheets, monthly revenue and expense summaries, and cash flow analysis to the Superintendent, including a review of discretionary accounts and any line items that are substantially over or under budget ($5,000 or +/- 10% of established budget, whichever is greater).
- Budget overages may not be drawn from cash reserves without explicit Governing Board approval. Only the Governing Board can approve transfers that affect cash balance/reserve.

REVISED: The CFO will prepare and present a three-year financial projection at both the 1st Interim (December) and 2nd Interim (March) Board meetings. The projection will include enrollment assumptions,

LCFF revenue modeling, and reserve adequacy analysis. This requirement aligns with FCMAT best practices and the standards applied by SFUSD and SJUSD.

 REVISED: The Governing Board will receive an annual Board fiscal literacy orientation session facilitated by the CFO or an external fiscal advisor. New Board members will receive this orientation within 60 days of appointment.

Loans

- The Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter authorizer.
- Once approved, a promissory note will be prepared and signed by the Governing Board before funds are borrowed.
- Employee loans are not allowed.
- All loans must identify: name and address of lender; date of agreement; interest rate; repayment terms; total amount of debt or available credit; amounts and dates borrowed; maturity date; description of collateral; address for payments; contact person at lender; loan covenants; and termination clause.

Financial Institutions

- All funds will be maintained at a high quality, well-known financial institution insured by the FDIC or NCUA.
- All funds will be maintained or invested in high quality, short-maturity, and liquid instruments consistent with the Government Code §53600 et seq. (for public funds investment).
- Physical evidence will be maintained on-site for all financial institution transactions.

 REVISED: The CFO will confirm annually that OMI's bank account balances, in aggregate, remain within FDIC insurance coverage limits. Where balances exceed coverage limits, the CFO will consult with the Governing Board regarding collateralization or account restructuring.

RETENTION OF RECORDS

- Keep all documentation and records for each year separate from those for other years.
- Label folders and use separate folders for different types of documents.

Record Classes

- Class 1: Permanent Records. Permanent records should be kept indefinitely in accordance with statute or other written guidance.
- Class 2: Optional/Temporary Records. Any record worthy of temporary preservation not classified as Class 1.
- Class 3: Disposable Records. All records not classified as Class 1 or Class 2 shall be classified as Class 3.

Email Records

- Retain all email records of the charter school for a maximum of one fiscal year beginning July 1 and ending June 30 of the year after the email was created. Emails determined to require longer retention should be archived or printed and filed.

 REVISED: Notwithstanding the general email retention rule, any email directly related to a financial transaction, contract, procurement decision, or audit finding must be retained for a minimum of seven (7) years from the end of the fiscal year in which it was created. This aligns with the general Class 3 Disposable safe harbor of seven years.

Disposal Period

- All Class 3: Disposable records shall not be destroyed until after the third July 1 succeeding the completion of OMI's annual independent audit, or after the ending date of any retention period required by any agency other than the State of California, whichever is later.
- Unless otherwise specified, all Class 3 records shall be destroyed during the third school year after the school year in which they originated.
- When in doubt, do not destroy a nonpermanent record until seven years after the end of the fiscal year in which the record was created.
- Maintain a list of records to be destroyed and circulate to all affected individuals for review and comment 30 days prior to destruction. The list of records destroyed should be maintained permanently.
- Destruction should be performed by an independent, outside service. Disposal of records in the school trash is not allowed.

RESERVES, INSURANCE, LIABILITIES, AND ASSETS

Fund Balance Reserve

- A cash reserve of at least 5% of total unrestricted General Fund revenues will be maintained as a Reserve for Economic Uncertainty (per E.C. §42127).

□ **REVISED:** The Governing Board must affirmatively vote to approve any draw on reserves that would reduce the balance below the 5% minimum. Such approval must occur prior to the expenditure, not retroactively. The CFO must present a written plan for restoring reserves to the minimum threshold within the same or subsequent fiscal year.

- OMI will provide the Superintendent with balance sheets on a monthly basis. It is the responsibility of the Superintendent and the Governing Board to understand the school's cash situation and the responsibility of the CFO to prioritize payments as needed.

Insurance

- The CBO or Director of Administrative Services will work with the Superintendent to ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.
- The Superintendent, CFO, or Director of Administrative Services will maintain the files of insurance policies, including up-to-date copies of all certificates of insurance, policies, and related claim forms.
- The Superintendent, CFO, or Director of Administrative Services will carefully review insurance policies on an annual basis, prior to renewal.
- Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover after-hours and weekend activities, in line with the limits listed in the school's approved charter petition.

Asset Inventory

- An asset is defined as all items, purchased or donated, with a value of $5,000 or more and with a useful life of more than one year.
- The Business Technician will file all receipts for purchased assets.
- The Business Technician will maintain an inventory or log of all assets, including original purchase price and date, brief description, serial numbers, and other appropriate documentation.
- The Business Technician will take a physical inventory of all assets every three years, indicating the condition and location of each asset.
- The Superintendent will immediately be notified of all cases of theft, loss, damage, or destruction of assets.
- Capitalizable Fixed or Depreciable Assets are property, vehicles, equipment, furniture, and leasehold improvements with an individual item cost of $5,000 or more. These assets should be recorded in the depreciable fixed asset schedule using the straight-line method of depreciation.

Accrued Liabilities and Prepaid Expenses

- Accrued Liabilities and Prepaid Expenses should be reconciled monthly.
- Examples of Accrued Liabilities include: salaries and wages; payroll taxes; vacation pay and other compensated absences; rents and leases; interest on notes payable; health insurance premiums; annual approved contractual fees; district oversight fees; and other management estimates such as potential legal accruals.
- Examples of Prepaid Expenses include: prepaid rent; prepaid insurance; and prepaid benefits.

CYBERSECURITY AND FINANCIAL SYSTEMS ACCESS (NEW — 2026)

 REVISED: This section is new to the 2026 edition and reflects best practices observed at OUSD, SFUSD, SJUSD, KIPP NorCal, and Envision Education, as well as emerging California data security expectations for LEAs.

Division of Cybersecurity Responsibilities

 REVISED: Consistent with the Hierarchical Decision-Making Authority established in this handbook, cybersecurity responsibilities are divided between two distinct roles with clearly separated scopes:

- IT Director — System Security: The IT Director is responsible for the technical security of all OMI information systems, including but not limited to network infrastructure, server environments, endpoint devices, cloud platforms, financial software, and related technology assets. The IT Director's responsibilities include: implementing and maintaining firewalls, intrusion detection, and access control systems; managing software patching and vulnerability remediation; configuring and enforcing multi-factor authentication (MFA) across all systems; performing or coordinating annual technology security assessments; maintaining system backup integrity and disaster recovery protocols; and responding to technology-layer security incidents. The IT Director reports security status, risks, and incidents to the Superintendent and CBO/CFO.
- CBO/CFO and Director of Administrative Services — Information Protection and Financial Data Governance: The CBO/CFO, supported by the Director of Administrative Services, is responsible for the governance and protection of OMI's financial information and sensitive institutional data, regardless of the system in which it resides. Responsibilities include: establishing and enforcing policies governing who may access financial systems and data; reviewing and approving financial system user access rights on an annual basis and upon any staffing change; overseeing vendor data security due diligence for all third parties handling financial or personnel information; ensuring compliance with California data privacy law (Civil Code §1798.29) in the event of a financial data breach; and coordinating with the IT Director to ensure that financial system controls, audit logs, and access restrictions meet both fiscal and legal requirements. The CBO/CFO is the designated information protection officer for all financial and personnel data. The Director of Administrative Services supports day-to-day compliance with access control procedures and coordinates staff onboarding and offboarding notifications to the IT Director.
- Coordination: The IT Director and CBO/CFO shall meet no less than quarterly to review system access logs, pending security updates affecting financial systems, vendor risk assessments, and any incidents or anomalies identified during the period. A joint summary report shall be presented to the Superintendent and to the Governing Board at least annually.
- In the event of a security incident affecting financial systems or financial data, the IT Director will lead the technical response while the CBO/CFO leads the legal notification, stakeholder communication, and financial impact assessment. The Superintendent must be notified immediately, and the Governing Board must be notified at the earliest practicable opportunity.

Access Controls and Authentication

- Each authorized user of financial systems must have individual login credentials. Sharing of passwords or credentials is strictly prohibited.

- Multi-factor authentication (MFA) must be enabled for all online banking and financial system access. The IT Director is responsible for technical enforcement; the CBO/CFO is responsible for ensuring all financially authorized users comply.
- The CBO/CFO will conduct an annual review of financial system access rights. Access privileges must be promptly revoked — within one business day — for any employee who transfers, takes a leave of absence, or separates from OMI. The CBO/CFO will log all access changes; the IT Director will implement them.
- OMI will assess the data security practices of all third-party vendors handling financial or personnel data (e.g., payroll processors, back-office service providers) prior to engagement and at least every two years thereafter. The CBO/CFO leads this assessment with technical support from the IT Director.
- In the event of a suspected data breach involving financial data, the IT Director will immediately contain and investigate the technical breach, while the CBO/CFO will notify the Superintendent and the Governing Board and coordinate with legal counsel and the affected vendor. Breach notification obligations under California law (Civil Code §1798.29) must be followed.
- Financial system backups must be performed at least weekly and stored in a secure, off-site or cloud-based location. The IT Director is responsible for backup execution and technical verification; the CBO/CFO will confirm backup integrity documentation at least annually.

APPROVAL AND EFFECTIVE DATE

This handbook was adopted by the OMI Governing Board at a duly noticed public meeting on June 11, 2026.

This handbook supersedes all prior fiscal policies and procedures manuals, including the edition approved June 23, 2020.

Coversheet

Approve Consolidated Application FY27

Section: III. Approval of Consent Items
Item: K. Approve Consolidated Application FY27
Purpose: Vote
Submitted by:
Related Material: OMI-ConApp FY27.pdf

BACKGROUND:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

OMI is required to submit the ConApp through the CDE website and share a copy with the Oakland Unified School District (OUSD). Once the ConApp is board-approved, a copy will be posted on the school website.

RECOMMENDATION:

The Superintendent and the OMI Staff recommend that the OMI Board of Directors approve the 2026-27 Consolidated Application.

California Department of Education **Consolidated Application**

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
Saved by: Jessika Welcome
Date: 6/4/2026 10:48 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Dr. Mary Streshly
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/04/2026

*****Warning*****
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California Department of Education **Consolidated Application**

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
Saved by: Jessika Welcome
Date: 6/4/2026 10:49 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. Mary Streshly
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/04/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
Saved by: Jessika Welcome
Date: 6/4/2026 10:49 AM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2021
Authorized Representative's Full Name	Dr. Mary Streshly
Authorized Representative's Title	Superintendent

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California Department of Education **Consolidated Application**

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
Saved by: Jessika Welcome
Date: 6/4/2026 10:49 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2026–27 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$135.70
Estimated English learner student count	173
Estimated English learner student program allocation	$23,476

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$23,476
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$23,476

Warning
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California Department of Education **Consolidated Application**

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
Saved by: Jessika Welcome
Date: 6/4/2026 10:49 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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Coversheet

Education Protection Account (EPA) Summary

Section: III. Approval of Consent Items
Item: L. Education Protection Account (EPA) Summary
Purpose: Vote
Submitted by:
Related Material: OMI-EPA Spending Plan FY27-JW-20260603.pdf
OMI-EPA Actuals FY26-JW-20260603.pdf

BACKGROUND:

The Education Protection Account (EPA) expenditure summary outlines how OMI has used state-provided EPA funds, which are restricted to supporting classroom-related expenses such as teacher salaries and instructional costs. This summary is presented to the Board of Directors for transparency and to fulfill state reporting requirements.

Oakland Military Institute

2026-27 Education Protection Account
Spending Plan
Estimated Expenditures through: June 30, 2027
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
ESTIMATED AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,429,021.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,429,021.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	1,429,021.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,429,021.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Oakland Military Institute

2025-26 Education Protection Account
Program by Resource Report
Actual Expenditures through: June 30, 2026
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,360,170.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,360,170.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	1,360,170.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,360,170.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Proposition 28: Annual Report

Section:	III. Approval of Consent Items
Item:	M. Proposition 28: Annual Report
Purpose:	Vote
Submitted by:	
Related Material:	OMI-Prop 28 Annual Report FY26-JW-20260604.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2025-26

Name: Oakland Military Institute, College Preparatory Academy
CDS Code: 01-61259-0130617
Charter School Number: 349
Allocation Year: 2025-26, 2024-25, 2023-24

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

Expanded art and music courses and materials

2. Number of full-time equivalent teachers (certificated).	1.2
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	140
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	6/11/2026 12:00:00 AM

Annual Report Data URL

https://www.okmil.org/apps/pages/accountibility

Submission Date 6/4/2026 2:27:33 PM

Coversheet

Disposal of Surplus Books and Materials

Section: III. Approval of Consent Items
Item: N. Disposal of Surplus Books and Materials
Purpose: Vote
Submitted by:
Related Material: Facilities Disposal of Surplus Books and Materials for 6-11-2026BM.pdf

BACKGROUND:

Surplus or undistributed obsolete instructional materials that are unusable or cannot be distributed as specified may be disposed of by either of the following: (Education Code 60530)

1. Mutilating materials to render them unsalable, then selling for scrap at the highest obtainable price

2. Destroying through cost-effective methods, ensuring that the materials are not destroyed until a minimum of 30 days after OMI has notified all individuals who submitted a request for such notification

Instructional materials may be deemed obsolete or unusable if they:

1. Have been replaced by more recent editions with no foreseeable value in other instructional areas.
2. Do not align with OMI's academic standards or course of study.
3. Contain information rendered inaccurate or incomplete by new research or technologies.
4. Contain demeaning, stereotyping, or patronizing references to any group protected against discrimination by law or Board policy.
5. Are damaged beyond use or repair.

Disposal of Surplus Books and Materials - Facilities - Furniture

(Due to deterioration or being broken)

1. 350 Metal Chairs (located in the Regimental Hall)
2. 90 student box desks (located in P23, P27, and P29)
3. 16 black tables (located in P22)
4. 13 wood file cabinets (located in P21, P22, P23, P27, P29, C101, C102, C202, C203
5. 8 teacher desks (located in C101, C102, C201, C202)
6. 50 student chairs
7. 1 commercial refrigerator (located in the kitchen)
8. 1 warmer cabinet (located in the kitchen)
9. 2 divider panels (located in C102)

Coversheet

Electronic Device Policy Revised

Section: III. Approval of Consent Items
Item: O. Electronic Device Policy Revised
Purpose: Vote
Submitted by: Shawna Lipsey
Related Material: ELECTRONIC DEVICE POLICY 2026611.docx.pdf

BACKGROUND:

Policy revision includes: inclusion of athletics and after school program, updates to consequences, inclusion of threat to health, safety, or welfare.

RECOMMENDATION:

The Superintendent and OMI staff recommend that the Board of Directors approve the revisions to the electronic device policy.

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

Electronic Device
Adoption Date: 6.11.2026

Electronic Device Policy

Purpose

OMI has high expectations and is dedicated to maximizing a cadet's academic achievement. In supporting cadets and creating the conditions for success, OMI is a personal electronic device free zone.

Expectation

Prior to entering campus for the day, **cadets will turn off their electronic devices and place them in their backpacks, where they will remain, until they exit campus for the day,** *this includes athletics and After School Program*.

Failure to comply with OMI's Electronic Device Policy will result in disciplinary action.

If you need to get in contact with your child, please phone the main office at (510) 594-3904.

1. _____ At Oakland Military Institute College Preparatory Academy, we define an electronic device as any piece of equipment that can receive, transmit, or store digital communication, data, or media through signals or electronic interfaces. The following are considered electronic devices under this definition:

    a. **Cellular Phones:** A cellular phone, commonly referred to as a smartphone, is a handheld device that can make and receive calls, send and receive text messages, access the internet, and run various applications. It communicates through radio signals to connect with cellular networks, enabling users to interact digitally in various forms.

    b. **Smart Watches:** A smart watch is a wearable device that functions similarly to a smartphone but is designed to be worn on the wrist. It typically features a touch screen interface, the ability to receive notifications (such as calls, messages, and alerts), and various tracking capabilities. Smart watches often sync with a smartphone to enhance functionality, such as making calls, sending messages, or using GPS services.

    c. **Tablets:** A tablet is a portable computing device with a touch screen interface that combines features of a smartphone and a laptop. Tablets are larger than smartphones and are often used for browsing the internet, reading e-books, watching videos, playing games, and running applications. They can connect to the internet via Wi-Fi or cellular data and are often used for both personal and educational purposes.

    d. **Electronic Headphones/Earphones:** Electronic headphones and earphones are audio devices worn over or in the ears to listen to sound privately. They can connect to devices such as smartphones, tablets, and computers either wirelessly (via Bluetooth) or through a wired connection. Many modern electronic

Oakland Military Institute Confiscation and Cell phone policy Cont.

headphones and earphones include features such as noise cancellation, built-in microphones for voice communication, and touch controls.

e. **Smart Glasses:** Smart glasses are wearable devices that resemble regular eyeglasses but are equipped with technology that can display information directly onto the lenses or project images onto a small screen in the user's field of vision. These glasses often include cameras, microphones, and sensors, and can connect to the internet or other devices to provide augmented reality experiences, record videos, take pictures, and perform various tasks similar to those of a smartphone.

f. **Personal Laptops:** A personal laptop is a portable computer that is designed for individual use. It features a keyboard, screen, and trackpad or mouse, and is capable of running a wide range of software applications. Personal laptops can connect to the internet, store large amounts of data, and are often used for tasks such as word processing, browsing the web, programming, gaming, and multimedia production. Laptops are a versatile tool in both academic and personal contexts but are subject to academy regulations regarding their use during instructional time.

2. _____ **Confiscation:** Cadets who use their electronic devices or have them visible on the OMI campus, as stated above, will have those items confiscated. Electronic devices will be placed in an envelope or bag along with an identification form, which will include the cadet's name and other relevant information. The confiscating staff member will secure the envelope or bag and turn it over to the Cadet Service Center. The return of the confiscated item will be determined according to the academy's policies and procedures.

3. **_____ Electronic Devices WILL BE CONFISCATED** if visible or audible during the school day**.** If a phone is seen or heard, cadets are required to hand it over to adult staff without hesitation. If a Cadet refuses to surrender their device, a security officer will be notified.

4. **Consequences of violating OMI's Electronic Device policy:**

Violation	Action
1st	➢ Confiscation of device(s) + turn over to Cadet Services ➢ Parent/Guardian notified of confiscation + action + future actions ➢ Cadet reports to Cadet Services for device(s) retrieval at end of day ➢ Cadet notified of actions for future violations
2nd	➢ Confiscation of device(s) + turn over to Cadet Services ➢ Parent/Guardian notified of confiscation + action + future violation actions ○ Device(s) are kept for one week ○ Parent/Guardian meeting required to review Electronic Device Policy ➢ Cadet reports to Cadet Services for further action at end of day ○ Cadet notified of Electronic Device Policy review meeting ○ Cadet notified that device(s) will be released to parent/guardian only ○ Cadet notified of actions for future violations
3rd	➢ Confiscation of device(s) + turn over to Cadet Services ➢ Parent/Guardian notified of confiscation + action + future actions

Oakland Military Institute Confiscation and Cell phone policy Cont.

	○ Device(s) are kept until parent/guardian signed contract is received by Cadet Services and Community Services hours are completed ○ Device(s) released to parent/guardian ○ Informed that Cadet required to surrender device at gate each day & pick up in Cadet Services at end of day ➢ Cadet reports to Cadet Services for further action at end of day ○ Cadet notified of and creates plan to complete 10 hours of Community Service with TAC NCO ○ Device(s) released to parent/guardian once signed contract is received by Cadet Services and Community Services hours are completed ○ Cadet surrenders cell phone at gate each day & pick up in Cadet Services at end of day ○ Cadet notified of actions for future violations
4th	➢ Confiscation of device(s) + turn over to Cadet Services ➢ Parent/Guardian/Cadet meeting scheduled with administrator to review Behavior Contract ➢ Cadet surrenders cell phone at gate each day & pick up in Cadet Services at end of day ➢ Cadet notified of actions for future violations
> 4th	➢ Confiscation of device(s) + turn over to Cadet Services ➢ Parent/Guardian notified of confiscation + action ➢ Referral to Commandant/Superintendent

5. _____ **Confiscation of Electronic Devices Chain of Custody:** OMI Confiscating Staff member places item in provided bag/with the correct form for Cadets identification. The staff member will secure and lock up until delivery back to the Cadet or parent/guardian or delivered to the Cadet Service Center.

Exception

OMI's device restrictions remain in effect, but a cadet may use an electronic device during an imminent threat to health, safety, or welfare to call 911, contact staff or a parent/guardian, or report an emergency. A cadet acting in good faith under these circumstances shall not be disciplined.

I understand that if my cadet fails to follow the Oakland Military Institute Electronic Device Policy, items will be confiscated, and repeat offenses will result in my cadet being placed on a contract and face serious actions.

Cadet Name (Print): _____

Cadet Signature: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Coversheet

2026-2027 Governance Calendar

Section: IV. Superintendent's Update
Item: B. 2026-2027 Governance Calendar
Purpose: FYI
Submitted by:
Related Material: OMI Governance Calendar2026-2027 for 6-11BM.pdf

Governance Calendar 2026-2027

updated: 11Jun26 **ANTICIPATED ITEMS**

Function	August	November	December	January	February	May	June
	Aug 27, 2026	Nov 19, 2026	Dec 10, 2026	Jan 21, 2027	Feb 25, 2027	May 20, 2027	Jun 10, 2027
Finance	Unaudited Actuals Financial Update Curriculum New Contracts	Financial Update New Contracts First Interim Measure G1	Financial Update First Interim Consolidated Application New Contracts Salary Schedule Revision	Financial Update New Contracts	Second Interim Independent Auditor Report Auditor Selection Form New Contracts	Education Protection Account Expenditure Summary Public Hearing: Budget New Contracts	Budget Approval New Contracts
Consent Items	Minutes New Contracts	Minutes New Contracts	Winter Consolidated Application Minutes New Contracts	Minutes New Contracts	Form 990 CA Tax Return Minutes New Contracts	Minutes Academic Calendar Course Catalog Updated Job Descriptions Curriculum Textbook List New Contracts	Minutes New Contracts Salary Schedule Revision Cadet Handbook Staff Handbook Job Descriptions Consolidated Application Education Expenditure Account Summary Disposal of Surplus Books and Materials
Human Resources	Personnel Report Employee Handbook	Personnel Report Consider/Approve COLA	Personnel Report Staff of the Year Awards	Personnel Report	Personnel Report	Personnel Report	Personnel Report Declaration of Need for Fully Qualified Educators
Superintendent Update	CAASPP/ELPAC Analysis New Admin Introduction	Grants Update WASC Report	Staff of the Year Recognition	Recruitment Activities Progress Report CORE growth data & charter renewal update	Cooperative Agreement Golden State Pathway Program Charter Renewal Spring Activity	Class of 20XX Summary Charter Renewal Update/Timeline + Board Obligations - Self Evaluation and Group Interview Preliminary CAASPP Results	Charter Renewal Update
Items (Discussion and Approval) Non Financial	Governance Calendar Summer School Outcomes Enrollment Summary Math and Literacy Overview Board Policies	Math Committee Report Williams Report Board Policies	Board Policies Recruiting Update Math Committee Report Final Audit Report Superintendent Contract Addendum	Board Policies Legislature Update Math Committee Report SARC Van Purchase Update	Board Policies RenStar Testing Results Lottery Update Special Education Program Comprehensive Safety Plan Mid-Year LCAP	Board Policies Public Hearing: LCAP Public Hearing: Budget Recruiting Update Board Meeting Dates	LCAP Approval Budget approval Board Policies Technology Update Governing Board Member Terms Appointment of Board Officers Disposal of Surplus Books and Materials Governance Calendar End of the Year CAASPP Data

Governance Calendar 2026-2027

updated: 11Jun26 **ANTICIPATED ITEMS**

Function	August	November	December	January	February	May	June
	Aug 27, 2026	Nov 19, 2026	Dec 10, 2026	Jan 21, 2027	Feb 25, 2027	May 20, 2027	Jun 10, 2027
Good to Know							
Setting Direction	Governance Calendar, Superintendent Goal-setting	WASC mid-year visit, Charter renewal application drafting, spring course offering planning, policy updates	Instructional Program Review; spring course adjustments; initiate 26-27 program planning, policy updates	Charter Renewal Application update, policy updates	Healthy Kids Survey Results; LCAP Data Review; Lottery update, Charter Renewal Application update, policy updates	Approval Board meeting calendar, Charter renewal application Academic School Year Calendar; Approve Governing Board Member Terms Appointment of Board Officers	management retreat
Cadet Achievement	Williams Act Audit Enrollment/Staffing Report	CA Dashboard report, Math & ELA Benchmark results, Progress report, Enrollment/ ADA report, Williams Act Report	Math, ELA & Science update, Approve Dual Enrollment Agreement [CCAP]	Approve School Accountability Report Card; Renstar cycle 2, Math, ELA & Science update	LCAP progress annual update, Math, ELA & Science Update	Draft LCAP Annual Update; AP testing; Graduation/ 8th grade promotion	Approve LCAP/Local Indicators, Course Catalog; Cadet Handbook; summer school; ASP Plan
Military / Cadet Leadership	Entrance Camp Report, Cadet Leadership Goals	Pass and Review, Wilderness, Recondo	Cadet Recognition by cadet leadership	Cadet Commander's report	Recondo, Marksmanship	Develop YCP Calendar upcoming year	CACC Summer Camp Cooperative Agreement
Maintenance, Ops, Trans	Safety Comm Mtg	Safety Comm Mtg	Safety Comm Mtg	Safety Comm Mtg, Summer Projects review	Approve Comprehensive Safety Plan, Safety Comm Mtg	Summer Facility Projects finalize	Campus cleaning, repairs, asset inventory
Recruiting/Marketing		Contact Charter Schools to Schedule	Conduct Tours at OMI and Presentations at	Continue Phone Banking, Tours, and Check in	Attend Community Events to Expand Outreach Efforts	Send Applicants Reminders About Camp	Prepare for Entrance Camp

Coversheet

Approve 2026-2027 Local Control Accountability Plan

Section: V. Items
Item: A. Approve 2026-2027 Local Control Accountability Plan
Purpose: Vote
Submitted by: Mary Streshly
Related Material:
2026_Local_Control_and_Accountability_Plan_Oakland_Military_Institute_20260605 (1).pdf

BACKGROUND:

Per CA Statutory requirement, the Board must approve a Local Control Accountability Plan [LCAP] annually. We are in the 3rd year of a 3-year LCAP cycle. The goals have remained the same for 3 years and progress is we've made towards these goals.

RECOMMENDATION:

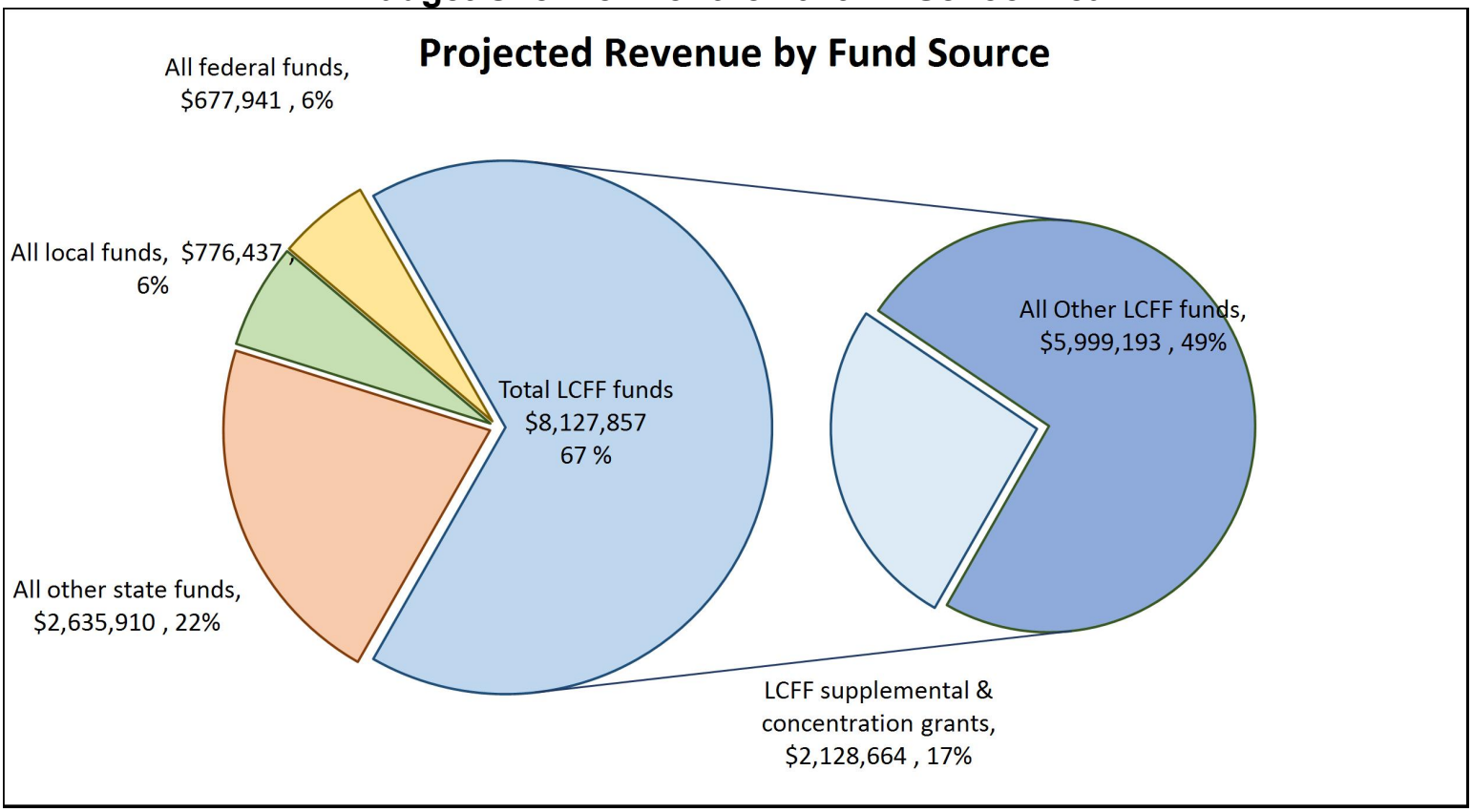
It is the recommendation of the superintendent and staff to approve the 26-27 LCAP.

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

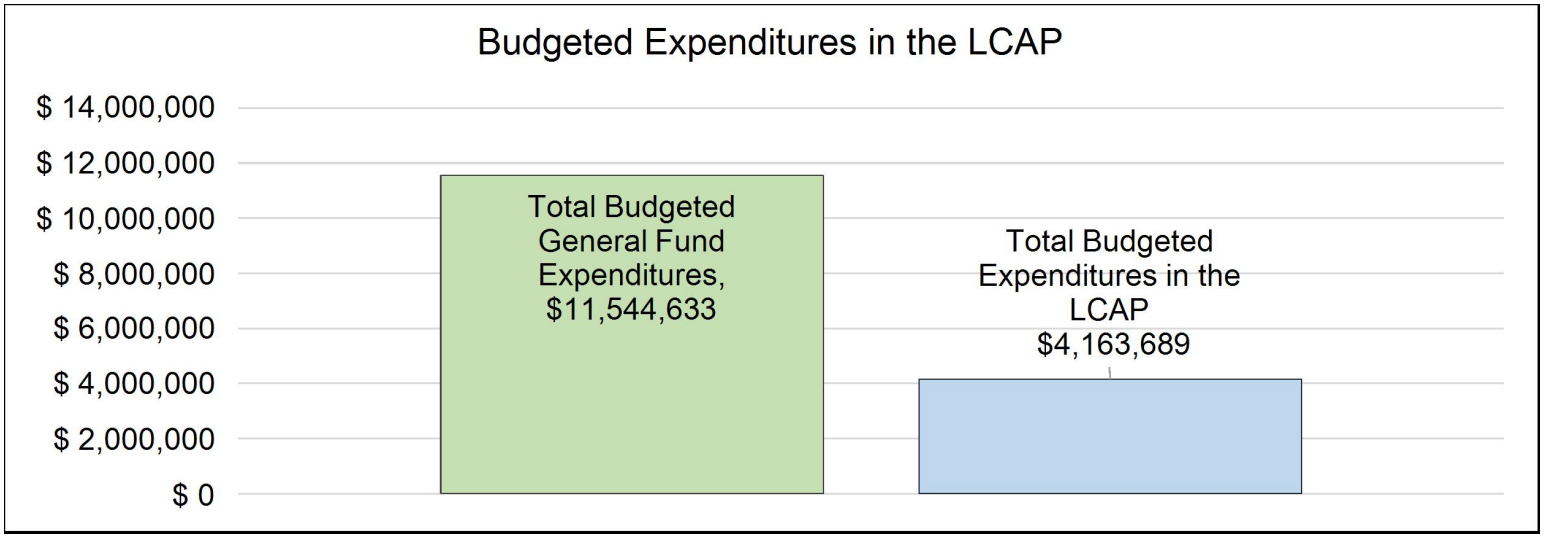


This chart shows the total general purpose revenue Oakland Military Institute College Preparatory Academy expects to receive in the coming year from all sources.

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.

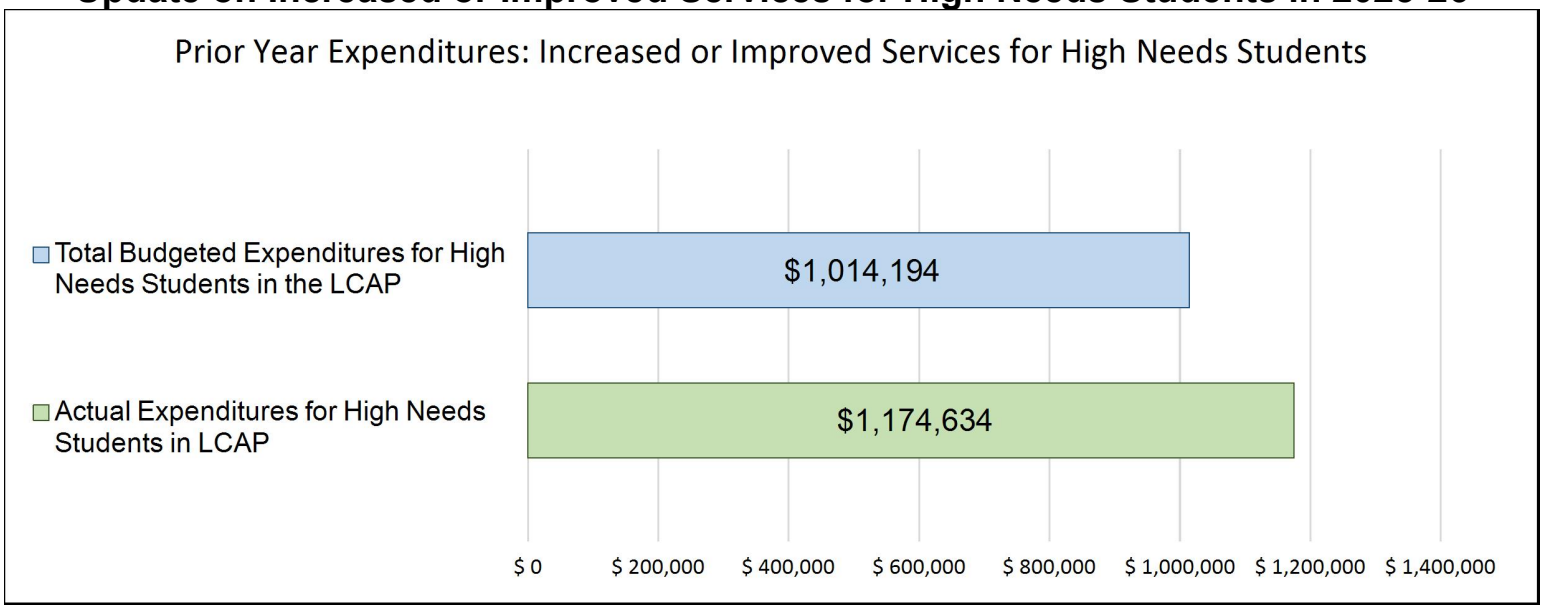
The text description of the above chart is as follows: Oakland Military Institute College Preparatory Academy plans to spend $11544633 for the 2026-27 school year. Of that amount, $4163689 is tied to actions/services in the LCAP and $7,380,944 is not included in the LCAP. The budgeted expenditures that 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 $1218281 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



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, with a charter term extending through June 30, 2027. OMI is accredited by the Western Association of Schools and Colleges (WASC); its accreditation was renewed in 2023 for a full six-year term through 2029. A successful Mid-Cycle visit in 2025 affirmed the continuation of this accreditation term.

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

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 then 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 credentialling 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	CAASP (2026) English Language Arts (ELA): Middle School = 50% met or exceeded standard High School = 75% met or exceeded standard Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School = 17% met or exceeded standard High School = 14% met or exceeded standard	Middle School = 15% met or exceeded standard High School = 13% met or exceeded standard	Middle School = 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 intevention to small 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 requires increased supports, trainings and staffing incentives.	$99,250.00	Yes
2.5	English Learner program oversight coordinator & ELPAC assessment suppport	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
			100% feel school keeps them informed 77% feel teachers are clear about classroom expectations 47% attended a school event	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	100% feel school keeps them informed 87% feel teachers are clear about classroom expectations 60% attended a school event	

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 Institueaffirms that effective school leaders have a pronounced, positive effect on the schools they lead. They contribute to important outcomes like student achievement, reduced absenteeism, and teacher retention. Mastery of organizational, people, and instructional skills underpins strong principal performance. They all come into play when principals carry out four key behaviors that the research points to:
-Focusing their work with teachers on instruction. This covers a range of activities, from coaching and evaluation to smart use of data to inform improvements. Some activities often considered important in principal work with teachers may, in fact, not be helpful. These include classroom walkthroughs, depending on how a principal uses them.
-Building a productive school climate
-Forging collaboration and professional learning among teachers and others
-Managing personnel and resources well.

These four key areas comprise the focus of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Staff LCAP Survey	*see goal 3 data				
4.2	Annual Parent/Guardian LCAP Survey	*see goal 3 data				
4.3	Tenure of management Team	Average Tenure of management		4 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: 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: 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	**Action:** School Wide College Prep Writing Program 6th -12th [JSWP] **Need:** Low proficiency levels in Literacy in ELs, Low Income and Special Ed across all grade levels **Scope:**	The approach incorporates specially designed academic instruction to meet the needs of English Learners and provide entry points to rigorous college preparatory standards for struggling learners.	CAASPP, Renstar and ICA benchmark exams

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Math Tutoring case management model **Need:** Cadets with low literary and low math skills need individual tutoring and support to achieve passing grades and A-G completion and college eligibility at graduation. **Scope:** LEA-wide	Cadets with low literary and low math skills need individual tutoring and support to achieve passing grades and A-G completion and college eligibility at graduation.	program attendance, grades, graduation and promotion rate
2.2	**Action:** English Learner Instructional Methodologies for all staff **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.	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.	English Learner academic performance on CAASPP (ELA and Math) Renaissance Star (RenStar) Reading and Math growth data for English Learners ELPAC progress and reclassification rates Classroom observation data and instructional walkthroughs focused on integrated ELD strategies Benchmark assessment data (IAB/ICA, local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		assessments) to monitor progress in literacy and language development
2.3	**Action:** Hire additional bilingual paraprofessionals to support core and extended learning & translations services **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. **Scope:** LEA-wide	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.	Student grades and course completion rates, particularly for English Learners and unduplicated students A-G completion rates and graduation rate trends CAASPP and RenStar performance data for students receiving support Participation in intervention programs (small group instruction, after school, MTSS supports) Reclassification rates for English Learners Attendance and chronic absenteeism rates, especially for targeted student groups
2.4	**Action:** Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms **Need:**	Training new faculty on how to implement appropriate accommodations in the classroom as well as training Ed Specialists on best practices to work with general education teachers will ensure appropriate IEP supports.	Failure Rates; Staff training surveys; classroom observations

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
	A high percentage of our special education population is dual identified low income, EL or Foster Youth which duplicates and compounds the variety of supports necessary to ensure both success and compliance. **Scope:** LEA-wide		
3.1	**Action:** All Staff Integration of MTSS **Need:** Unduplicated pupils at OMI need supports in areas that range from mental health, tutoring, attendance, executive functioning and healthy peer and adult interactions in order to achieve successful academic outcomes. **Scope:** LEA-wide	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	**Action:** College & Career Readiness **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.	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
	Scope: LEA-wide		
3.3	**Action:** Family Engagement: Community Engagement Initiative (CEI) **Need:** OMI has low parent/guardian participation rates for many of our leadership committees, interest surveys, parent nights, parent conferences and school events. **Scope:** LEA-wide	Families of unduplicated students are often unfamiliar with navigating school systems, technology or simply do not have the hours in the day to attend school based events in order to adequately participate in and advocate for their child's educational needs. OMI has tried many of the traditional ways to improve outreach, but have not found consistent success. By having a large network of school leaders dedicated to developing creative ways to bring the community into the schools, we will certainly see positive gains in this area.	Parent/guardian participation rates; survey participation rates; attendance & chronic truancy rates
3.4	**Action:** Continued expansion and improvement of co-curricular & extra curricular activities **Need:** Our attendance and academic indicators are negatively impacted by cadets feeling a lack of connectedness to school or interest in school. **Scope:** LEA-wide	high interest engaging extra curricular activities leverage participation to improve academic success. It's important to expand options and interest area to build capacity to involve all unduplicated pupils in school related activities.	participation rates; CA Healthy Kids Survey
3.5	**Action:** Cadet and Staff Recognition and Positive Behavior Incentive Programs **Need:** English Learners, Foster Youth and Low Income students with severe learning gaps	Systematizing recognition ceremonies outside the classrooms and systematizing PBIS strategies inside the classroom provides 360 support to elevate a positive, encouraging culture of high expectations for our populations that are traditionally under recognized and lack strong levels self determination and discipline.	Recognition and incentive data: Maintain database of cadets who receive recognition, awards or incentives. chronic truancy data, semester failure rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	lack significant incentives to maintain motivation and interest in academic achievement. **Scope:** LEA-wide		
3.6	**Action:** Expanded Learning & learning recovery Opportunities **Need:** The number one request in the LCAP engagement survey, the Grizzly Nights, CST meetings and IEPs is for cadets with high needs to receive extra support - co-teaching in classrooms, tutoring after school, credit recovery or small group pull out. **Scope:** LEA-wide	Our unduplicated pupil population disproportionately possess the largest learning loss for the pandemic. Providing more options for students to catch up and gain confidence in their academic skills will spur dividends in academic performance growth.	summer school, ASP, CSC attendance; semester failure rates; CAASPP scores, graduation rates; A-G rates
3.7	**Action:** School safety and wellness **Need:** Student health and safety **Scope:** LEA-wide	Bolstering our campus safety with 3 security personnel ensures cadet safety inside campus, around our perimeter and on off site excursions. The feeling of physical and emotional safety is foundation in an optimal learning environment. Our wellness center supports the additional burdens our young cadets bring to campus from family and community violence.	CA Healthy Kids Survey; LCAP engagement survey; suspension/expulsion rates; counseling log tallies
3.8	**Action:** Mental Health and Socio-emotional supports	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
	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. **Scope:** LEA-wide	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	**Action:** Student Services supports and chronic truancy initiative **Need:** Although our truancy rates are much lower than OUSD 18% compared to 60%, our unduplicated cadets have a disproportionately high truancy rates compared to their peers at OMI. Additionally, our ADA dropped this year from 925 to 90% on average. **Scope:** LEA-wide	Our Truancy officer will lead our attendance team and Academic Support Groups [ASGs - grade level teams] through improved cadet interventions that include augmented attendance monitoring and parent engagement. Efforts will also include "operation doorstep" and transportation supports for cadets that commute.	ADA monthly reports
3.10	**Action:** Cadre community liaison & attendance support **Need:** Although our truancy rates are much lower than OUSD, our unduplicated cadets have a disproportionately high truancy rates compared to their peers at OMI.	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
	Scope: LEA-wide		
3.11	**Action:** Youth and Community Programs Partnership **Need:** Unduplicated pupils have been identified as underserved in critical extra curricular and co-curricular activities that enrich the educational experience. for extrinsic and intrinsic motivation, socialization, socio-emotional wellness and real world experiences that all contribute to bolstering academic success **Scope:** LEA-wide	Providing access and opportunities for unduplicated students to participate in the array of Youth and Community Programs expands extrinsic and intrinsic motivation, socialization, socio-emotional wellness and real world, career enriching experiences that all contribute to bolstering academic success.	YCP participation rate
4.1	**Action:** Civilian and Military Leadership Integration **Need:** Data shows that our unduplicated pupils have higher rates of chronic truancy, suspension rates and lower rates of co-curricular participation. **Scope:** LEA-wide	Close collaboration and leadership by grade level TACs with ASGs and operations supports MTSS efforts that include parent outreach, operation doorstep welfare checks, mentoring/counseling supports and additional extra curricular opportunities to engage our English Learners, Foster Youth and Low Income cadets.	Truancy rates by subgroup; CST and home visit logs; co-curricular participation rates
4.2	**Action:** Leadership Training Opportunities **Need:**	Ensure compliance of student reports and student data to maintain appropriate reporting and planning.	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
	Training in a variety of areas to ensure all students are supported and monitored appropriately. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Ensure all EL's have access to designated ELD courses and ELD curriculum **Need:** State standards and the EL Roadmap require both designated and integrated ELD for all English Learners. To achieve this we need designated ELD time and corresponding curriculum to address these language and literacy needs. Our EL's also underperform our English Only students and therefore the supports are needed to boost ELA skills across the curriculum. **Scope:** Limited to Unduplicated Student Group(s)	The researches based programs provide enhanced reading comprehension, decoding and fluency opportunities that are proven to boost lexicon and lexile levels of English Learners.	Read 180 diagnostic and summary growth reports; RenStar scores and CAASPP scores.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** English Learner Instructional Methodologies for all staff **Need:** Via classroom observation, induction survey and staff LCAP surveys, it has been identified that teachers desire and require more training in the use of specially designed academic instruction for English Learners in order to ensure they reach the same academic outcomes as their English Only peers. **Scope:** Limited to Unduplicated Student Group(s)	The ongoing series to be hosted monthly for staff over a 6 month period of time will provide teachers with the theoretical foundation for how to embed language development into lessons and thus provide access points for limited English proficient students to access the curriculum.	EL grades and CAASPP proficiency rates and quantified coaching walk through notes.
2.3	**Action:** Hire additional bilingual paraprofessionals to support core and extended learning & translations services **Need:** Newcomers and limited English cadets disproportionately achieve failing grades in core academic classes **Scope:** Limited to Unduplicated Student Group(s)	Newcomers and limited English cadets require individual and small group supports to bolster progress toward academic goals. Without supports provided by bilingual aides and tutors, our EL's disproportionately lose confidence and fall behind in their studies.	Course grades, A-G completion rates

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

Additional Concentration Grant Funding

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

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

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

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 suppport	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 suppport			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 suppport		$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

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

- 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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #

- 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

Approve 2026-2027 Budget

Section: V. Items
Item: B. Approve 2026-2027 Budget
Purpose: Vote
Submitted by: CMSgt (CA) Thomas James
Related Material: OMI-June BOD Meeting Financial Packet-JW-20260605.pdf

BACKGROUND:

The 26-27 multi-year budget is as presented at the public hearing in May. Per CA statute, the board must approve a multi-year budget annually.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the board approve the 26-27 budget.

Oakland Military Institute Financial Update

JESSIKA WELCOME

JUNE 11, 2026

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

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  - Budget MYP Revenue Assumptions
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Budget 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%	3.30%	3.09%
State SPED	$1,340/ADA	$1,340/ADA	$1,340/ADA
One-time Funds	$87K	$137K	$100K
• LREBG	$87K		
• SSPDDBG FY27 ($500/ADA)	$0	$137K	$100K
Grants	$783K	$390K	$440K
• Youth & Community Programs	$240K	$240K	$240K
• MCEC	$54K	$0	$0
• GSPP Computer Science	$210K	$38K	$0
• GSPP Data Science/Climate	$112K	$112K	$0
• CTEIG	$147K	$0	$0
• Kitchen Infrastructure	$20K	$0	$0
• FY29 Grant Placeholder	$0	$0	$200K
Fundraising	$845K	$158K	$158K
• Marketing/Student Incentives	$150K	$150K	$150K
• Math Supports	$742K	$0	$0
• Miscellaneous	$8K	$8K	$8K

FY26 to FY27 – Staffing Changes

Budget Code	Certificated Staff	FY26 FTE	FY27 FTE
1100	Instructional Staff	29.06	31.60 ~+2.5 Increase
1200	Counselors	2.14	2.00
1300	Administrators	4.00	4.00
1000s	**TOTAL**	**35.20**	**37.60**

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	8.90
2000s	**TOTAL**	**24.76**	**26.78**

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Budget MYP Expense Assumptions

Expenses	2026-27	2027-28	2028-29
Staffing	• 64.38 FTE • 15% benefits increase • Does not include changes to schedules	• 54.48 FTE (no tutors, no additional math teacher) • 15% benefits increase • Does not include changes to schedules	• 56.48 FTE (+2.0 FTE) • 15% benefits increase • Does not include changes to schedules
Books & Supplies	• 3% increases	• 3% increases • $250K placeholder for curriculum refresh	• 3% increases
Services & Operating Expenses	• 3% increases • No kitchen grant expenses • Reduction in SPED contractors	• 3% increases • No kitchen grant expenses	• 3% increases

Budget MYP

		2026-27	2027-28	2028-29
		Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	8,152,423	8,579,002	9,296,727
	Federal Revenue	677,941	690,054	701,890
	Other State Revenues	2,547,310	2,288,210	1,966,824
	Local Revenues	298,384	298,384	298,384
	Fundraising and Grants	899,566	157,500	157,500
	Total Revenue	**12,575,624**	**12,013,150**	**12,421,324**
Expenses	Compensation and Benefits	8,045,155	7,655,222	8,176,490
	Books and Supplies	822,546	1,067,951	852,489
	Services and Other Operating Expenditures	2,653,811	2,648,593	2,729,679
	Depreciation	419,663	402,603	378,485
	Other Outflows & Amortization	24,490	25,225	25,981
	Total Expenses	**11,965,664**	**11,799,593**	**12,163,125**
	Net Income	**609,960**	**213,556**	**258,199**
	Beginning Balance (Unaudited)	12,540,252	13,150,212	13,363,768
	Net Income	609,960	213,556	258,199
Ending Fund Balance (incl. Depreciation)		**13,150,212**	**13,363,768**	**13,621,967**
Ending Fund Balance as % of Expenses		**109.9%**	**113.3%**	**112.0%**

Coversheet

Preliminary CAASPP Results End-of-Year Data

Section: V. Items
Item: C. Preliminary CAASPP Results End-of-Year Data
Purpose: FYI
Submitted by:
Related Material: OMI_CAASPP_Board_Slides_v3 ---.pdf

BACKGROUND:

This is a review of the preliminary CAASPP scores.

One-Year Progress at a Glance
2024–25 vs. 2025–26

% of students meeting or exceeding grade-level standards

Grade	Math '25	Math '26	ELA '25	ELA '26	Sci '25	Sci '26
Grade 6	10%	19% ▲ +9%	22%	17% ▼ -5%	—	—
Grade 7	3%	29% ▲ +26%	19%	40% ▲ +21%	—	—
Grade 8	18%	38% ▲ +20%	36%	30% ▼ -6%	18%	15% ▼ -3%
Grade 11	15%	34% ▲ +19%	55%	80% ▲ +25%	9%	36% ▲ +27%

▲ improved vs. prior year ▼ declined vs. prior year

CAASPP Longitudinal Proficiency Levels Comparison				
	Level 1	Level 2	Level 3	Level 4
Grade 6 - Math 25	57	33	5	5
Grade 7 - Math 26	40	31	18	11
Grade 6 - ELA 25	42	36	13	9
Grade 7 - ELA 26	22	38	35	5
Grade 7 - Math 25	69	28	2	1
Grade 8 - Math 26	29	34	17	20
Grade 7 - ELA 25	45	35	15	4
Grade 8 - ELA 26	27	43	24	6

Cadet Feedback Data on Tutoring: 245 Responses

Before & After School

Cadet Preferences

1. Small Group / One on One
2. Help w/ Specific Assignments
3. Clear explanations from the Tutor
4. Practice problems and Homework help

During School

Tutoring Overall

1. 64% Agreed In-School Tutoring Helped to Understand Math better
2. 68% Agreed that their math confidence improved and made math easier

Best Part of Tutoring?

1. One on one lessons have someone walk through math problems with you.
2. I was able to complete assignments that I would struggle in
3. Working in groups and people wont judge you if you are lost.
4. Practice problems and Homework help

Can Do Better?

1. Cadets tutor Cadets, might be easier to connect near our age.
2. Kick out students that are being too loud and just messing around.
3. Offer tutoring and help for subjects other than just math.
4. If the tutors could understand my teachers way of teaching because it gets kind of confusing.

What We Think!

High Impact Tutoring (HIT) Works!

- Who the tutor was matters.
- Vetting, Training and supervision is the game changer

Teacher Talent & Motivation Matters:

- Fire in the belly – Competitive Spirit
- Willingness to implement cutting edge instructional methods.

One-to-One Most Effective

- Cadet feedback appreciated this most
- Tutor feedback identified this at key to biggest connections
- Administrator observed less behavior
- End Result – Fewer cadets served

Re-structure Tutoring Model:

- Will focus on Math Intervention Classes for large gaps.
- Math tutoring pull-outs will focus on one-one for classwork / homework.

Coversheet

Add Jonathan Pike as an Authorized Bridge Bank Signer

Section: V. Items
Item: D. Add Jonathan Pike as an Authorized Bridge Bank Signer
Purpose: Vote
Submitted by:

BACKGROUND:

The Board is asked to approve adding Mr. Jonathan Pike as an authorized payroll approver and bank account signer for OMI, including accounts used for checks and certificates of deposit. This action is limited to adding Mr. Pike to the existing authorized signers. All current signers and existing account authorities remain unchanged.

Authorization to Add Mr. John Pike as Payroll Approver and Bank Account Signer

The Board of Directors of Oakland Military Institute College Preparatory Academy ("OMI") hereby authorizes **Mr. John Pike** to be added as an authorized **payroll approver** and **bank account signer** for OMI.

This action is limited to adding Mr. Pike to OMI's existing authorized payroll and banking signers. **All current authorized signers shall remain in place, and no other changes to OMI's existing bank signers, account access, or signature authority are approved by this action.**

This authorization includes authority for Mr. Pike to review and approve payroll-related documents, payroll submissions, payroll funding transfers, and related administrative payroll actions consistent with OMI policies, internal controls, and applicable law.

The Board further authorizes Mr. Pike to be added as an authorized signer on OMI bank accounts, including operating accounts, checking accounts, and certificates of deposit ("CD") accounts, for the purpose of executing checks, account documents, deposits, withdrawals, transfers, renewals, and other banking transactions necessary for the lawful and efficient operation of OMI.

This authorization remains subject to OMI's existing fiscal policies, board-approved internal controls, segregation-of-duties requirements, applicable banking requirements, and any limitations established by the Superintendent, Chief Business Official, or Board of Directors.

The Board authorizes OMI administration to complete and execute all bank, payroll, and financial institution forms necessary to implement this limited authorization.

Coversheet

Approve Governing Board Member Terms

Section: V. Items
Item: E. Approve Governing Board Member Terms
Purpose: Vote
Submitted by:
Related Material: Approve Governing Board Member Terms June 11, 2026 BM.pdf

BACKGROUND:

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

RECOMMENDATION:

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

OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY
3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

Action Item

Approve Governing Board Member Terms

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

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

Board Member	Term
Marc Mares	July 1, 2026 - June 30, 2028
Simón Bryce	July 1, 2026 - June 30, 2028
David Clisham	July 1, 2026 - June 30, 2028

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

Coversheet

Approve Appointment of Board Officers

Section: V. Items
Item: F. Approve Appointment of Board Officers
Purpose: Vote
Submitted by: Carlos Rodriguez
Related Material: Appointment of Board Officers June 11, 2026 BM.pdf

BACKGROUND:

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

RECOMMENDATION:

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

OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY
3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

Action Item

Appointment of Board Officers

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

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

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

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

Coversheet

Approve Declaration of Needs for Fully Qualified Educators

Section:	V. Items
Item:	G. Approve Declaration of Needs for Fully Qualified Educators
Purpose:	Vote
Submitted by:	
Related Material:	Declaration of needs 26_27.pdf

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: 2026-2027

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Oakland Military Institute District CDS Code: 61259

Name of County: Alameda County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/11/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Mary Streshly	Signed by: Mary Streshly 912ADA436406453...	Superintendent
Name	*Signature*	*Title*
510.594.3975	510.594.3992	6/8/2026
Fax Number	*Telephone Number*	*Date*

3877 Lusk Street, Oakland CA 94608
Mailing Address

mstreshly@omiacademy.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Kathryn Wong	DocuSigned by: Kathryn Wong E784E6E76968408...	Human Resources Manager
Name	*Signature*	*Title*
510.594.3975	510.594.3946	6/8/2026
Fax Number	*Telephone Number*	*Date*

3877 Lusk Street, Oakland CA 94608

Mailing Address

kwong@omiacademy.org

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	2
Special Education	
TOTAL	2

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	1
English		Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain._____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____