

# Oakland Military Institute College Preparatory Academy

2022-2023 School Accountability Report Card  
(Published During the 2023-2024 School Year)



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Oakland Military Institute College Preparatory Academy
<b>Street</b>	3877 Lusk St.
<b>City, State, Zip</b>	Oakland, CA 94608-3822
<b>Phone Number</b>	(510) 594-3900
<b>Principal</b>	Mary E. Streshly, Ed.D.
<b>Email Address</b>	<a href="mailto:mstreshly@omiacademy.org">mstreshly@omiacademy.org</a>
<b>School Website</b>	<a href="http://www.oakmil.org">http://www.oakmil.org</a>
<b>County-District-School (CDS) Code</b>	01612590130617

## 2023-24 District Contact Information

<b>District Name</b>	Oakland Military Institute College Preparatory Academy
<b>Phone Number</b>	(510) 594-3900
<b>Superintendent</b>	Mary E. Streshly, Ed.D.
<b>Email Address</b>	mstreshly@omiacademy.org
<b>District Website</b>	<a href="http://www.oakmil.org">http://www.oakmil.org</a>

## 2023-24 School Description and Mission Statement

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. 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 was renewed by its authorizer, the Oakland Unified School District (OUSD), in 2019 for a term extending through 2027 and in 2023 earned a full 6-year accreditation from the Western Association of Schools and Colleges [WASC]. Over the course of two years, OMI has achieved and surpassed the recommendations of the CA Collaborative for Educational Excellence earning a letter of commendation from this state agency for our tremendous academic gains that has OMI currently outperforming the majority of Oakland High Schools. Our latest groundbreaking initiative to ensure OMI continues to outperform our counterparts in Oakland is to expand our Dual Enrollment partnership with Peralta Community Colleges to allow us to offer the prestigious Governor's Baccalaureate Diploma [a rigorous set a college coursework that advances our graduates to UC/CSU transferability as college sophomores or juniors] saving Alameda County families \$60,000 - \$100,000 a year in college fees and tuition. Additionally, our early college partners will now include the elite Cal Maritime Academy.

The military framework at OMI makes the school truly unique by promoting a sense of pride and community. The military protocol requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes announcements, recognitions and exercises. All cadets participate as members of the California Cadet Corps and are assigned to units within a military chain of command (squads, platoons, companies, and battalions within the Corps of OMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at OMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn military customs and courtesies and achieve promotions and awards for their accomplishments.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	52
Grade 7	53
Grade 8	69
Grade 9	71
Grade 10	85
Grade 11	65
Grade 12	61
<b>Total Enrollment</b>	<b>456</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	142
Male	231
American Indian or Alaska Native	0
Asian	15.90%
Black or African American	10.37%
Filipino	0
Hispanic or Latino	64.52
Native Hawaiian or Pacific Islander	0
Two or More Races	2.30
White	1.61
English Learners	40
Foster Youth	.4
Homeless	.2
Migrant	0
Socioeconomically Disadvantaged	79
Students with Disabilities	15

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12	37.78	1471.70	56.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.90	9.34	95.60	3.68	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.70	27.34	725.40	27.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.13	64.80	2.50	12115.80	4.41
<b>Unknown</b>	7.10	22.34	240.60	9.26	18854.30	6.86
<b>Total Teaching Positions</b>	<b>32.00</b>	<b>100.00</b>	<b>2598.40</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.30	40.46	1583.50	61.54	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	4.00	14.29	148.90	5.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	10.80	38.79	719.90	27.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	2.86	75.30	2.93	11953.10	4.28
<b>Unknown</b>	1.00	3.57	45.40	1.77	15831.90	5.67
<b>Total Teaching Positions</b>	<b>28.00</b>	<b>100.00</b>	<b>2573.20</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	8.70	
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>8.70</b>	<b>10.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.80
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>0.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	34.40	54.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	30.10	24.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Curriculum at the Oakland Military Institute consists of the concepts, content goals, and skills instruction reflected in the California State Common Core Standards and Frameworks in language arts, science, math, history/social science, world language, visual and performing arts, technology and physical education. Instructional methods are teacher-driven, taking into consideration the possibilities of various learning styles, and strategies. Teachers use textbooks and materials aligned to California Common Core Standards, as well as ancillary materials to augment the instruction and academic support services. In 2023 OMI launched 1-1 digital devices in order to expand cadet access to digital curriculum and digital learning platforms both at home and at school across all classes. In 2023, OMI piloted and adopted SAVVAS' My perspectives for English Language Arts and SAVVAS' Envision for math grades 6-10 and Discovery Science for Earth and Space Science, Biology, Chemistry and Physics. Social Studies adopted TCI and our reading intervention and English Language Development classes use Read 180 and System 44 as their core curriculum. Our Military Science courses grades 6 -12 use a curriculum developed by the California Cadet Core under the supervision of California Youth and Community Services a division of the California State Guard.

**Year and month in which the data were collected**

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students have required learning materials.	Yes	0
<b>Mathematics</b>	All students have required learning materials.	Yes	0
<b>Science</b>	All students have required learning materials.	Yes	0
<b>History-Social Science</b>	All students have required learning materials.	No	0
<b>Foreign Language</b>	All students have required learning materials.	Yes	0
<b>Health</b>	All students have required learning materials.	No	0
<b>Visual and Performing Arts</b>	All students have required learning materials.	Yes	0

## School Facility Conditions and Planned Improvements

OMI takes great efforts to ensure that the campus and facilities provide a clean, safe and functional learning environment. Our maintenance staff ensures necessary repairs to the campus facilities are completed in a timely manner and emergency repairs are given the highest priority. The operations/facilities manager works daily with the custodial staff to ensure cleaning schedules result in a clean and safe school. OMI contracts security personnel to supplement faculty/staff supervision of student on/off campus areas and throughout the academic day. There is controlled access to campus buildings and school grounds. ID badges (with picture) are required to enter the grounds. Random K9 sweeps are conducted for contraband. An electronic notification system is used for school-wide emergencies. The use of exterior and interior security cameras are employed to monitor access to the campus. A brand new intercom system has been recently installed in order to pass whole school informational and emergency messages throughout the campus. Additionally a 500,000 dollar HVAC system was installed in the school to shore up Covid-19 safety measures.

**Year and month of the most recent FIT report**

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			



## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	42	35	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	16	25	26	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	227	99.56	0.44	42.29
<b>Female</b>	83	83	100.00	0.00	44.58
<b>Male</b>	145	144	99.31	0.69	40.97
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100.00	0.00	69.23
<b>Black or African American</b>	27	27	100.00	0.00	37.04
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	136	136	100.00	0.00	37.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	22	95.65	4.35	27.27
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	89	89	100.00	0.00	20.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	182	181	99.45	0.55	38.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	16.22

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	227	99.56	0.44	15.86
<b>Female</b>	83	83	100.00	0.00	10.84
<b>Male</b>	145	144	99.31	0.69	18.75
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100.00	0.00	46.15
<b>Black or African American</b>	27	27	100.00	0.00	14.81
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	136	136	100.00	0.00	7.35
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	22	95.65	4.35	13.64
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	89	89	100.00	0.00	3.37
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	182	181	99.45	0.55	16.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	8.11

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	15.42	24.35	19.36	20.14	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	195	193	98.97	1.03	24.35
<b>Female</b>	82	80	97.56	2.44	16.25
<b>Male</b>	113	113	100.00	0.00	30.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	40	40	100.00	0.00	47.50
<b>Black or African American</b>	24	24	100.00	0.00	20.83
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	119	117	98.32	1.68	17.95
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	59	57	96.61	3.39	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	146	144	98.63	1.37	23.61
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	26	96.30	3.70	15.38

## 2022-23 Career Technical Education Programs

OMI offers a full CTE pathway in Military Science [7 year pathway grades 6-12] and is developing pathways in broadcast media, arts and entertainment and business/information technology industry pathways in collaboration with the Peralta Community College District.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	456
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	94
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	59.02

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	93.15	93.15	93.15	93.15	93.15
Grade 9	94.54	94.54	94.54	94.54	94.54

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

OMI has an open door policy that welcomes all parents and guardians. Parents are engaged in their students' education and actively communicate on a regular basis with their students' teachers and TAC members. OMI leadership solicits parent and student input through CA Healthy Kids Climate Surveys as well as townhall meetings and orientations. In addition to the above, OMI parents are welcomed members of the school's School Site Counsel, Parent/Cadet Alliance, as well as our English Learner Advisory Council. Each committee meets monthly during our Grizzly Family Nights, which are designed to engage our community through dinners, parent education series, LCAP input and student experience panels. Parents and guardians are also involved in IEP meetings, Parent/teacher conferences, reclassification celebrations, awards and Pass In Review ceremonies, Cadet Showcases, Back to School Night, Fall/Winter festivals and concerts and student fundraising events.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	19.2	10.4	6.1	11.3	14.4	11.7	9.4	7.8	8.2
Graduation Rate	80.8	89.6	93.9	77.1	78.8	79.3	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	66	62	93.9
<b>Female</b>	27	26	96.3
<b>Male</b>	39	36	92.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	17	16	94.1
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	35	33	94.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	23	20	87.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	64	60	93.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	12	11	91.7



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	467	94	20%
Female	181	181	47	25.96%
Male	286	286	47	16.43
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0
Asian	70	70	4	5.71
Black or African American	62	62	21	33.87
Filipino	0	0	0	0
Hispanic or Latino	296	296	60	20.27
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	8	8	2	25
White	7	7	1	14.28
English Learners	173	173	29	16.76
Foster Youth	6	6	4	66.7
Homeless	4	4	2	50
Socioeconomically Disadvantaged	372	372	78	20.96
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	73	73	23	31.50

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.62	8.32	2.95	0.03	3.92	3.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.95	0
Female	1.09	0
Male	4.12	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.25	0
Filipino	0	0
Hispanic or Latino	3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.6	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.17	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.11	0

## 2023-24 School Safety Plan

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 6 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In compliance with Assembly Bill 1747 (2019), OMI's Comprehensive School Safety Plan, approved by the Board of Directors in February, 2023, includes the following required elements:

- 1) Assessment of school crime committed on school campuses and at school-related functions
- 2) Child abuse reporting procedures
- 3) Disaster procedures
- 4) Suspension and expulsion policies
- 5) Procedures to notify teachers of dangerous pupils
- 6) Discrimination and harassment policies including hate crime reporting procedures
- 7) School wide dress code policies
- 8) Procedures for safe ingress and egress of pupils, parents, and school employees
- 9) Policies enacted to maintain a safe and orderly environment
- 10) Rules and procedures on school discipline

OMI recognizes that Cadets and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The OMI School Board (also referred to as "The Board" in this document) is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for Cadet Conduct, responsible behavior, and respect for others.

OMI staff has participated in the development of this comprehensive school safety plan relevant to the needs and resources of

## 2023-24 School Safety Plan

that particular academy, as outlined in California Education Code §32281. The plan takes into account the academy's staffing, available resources and buildings design, as well as other factors unique to the site.

The Comprehensive School Safety Plan will be reviewed and updated by March of each year, in compliance with California Education Code §32286(a). The Board shall review the comprehensive school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Oakland Military Institute website and at the administration office. In order to provide a safe and secure teaching and learning environment, there must be a plan for the management of emergency events that cannot be predicted or prevented. The Oakland Military Institute Emergency Response Plan (ERP) is designed to respond to emergencies and/or traumatic events in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

The Incident Command System (ICS) has been adopted as the management system to be used for emergencies. All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses IS 100, 200, and 700. Situation and assumptions in the size and location of our facility and use of each building, number of students/employees normally on hand, scheduled daily differences in populations and a hazard analysis of the school grounds, buildings and surrounding community. Direction and control includes the chain of command with assigned alternates, designated primary and alternate on/off site command post locations, persons identified by title and agency who will be notified during the emergency, descriptions of warning signals or commands to alert for emergency responses, designated primary and alternate evacuation routes and assembly areas, primary/alternated on/off site relocation sites as well as how students/staff would be moved/transported. Descriptions of disabled and/or non-English speaking students are provided for, student/parent reunification procedures, and a resource inventory of available emergency items are included in the ERP. A complete OMI ERP binder and emergency backpack is assigned to each faculty/staff member, room and/or office. An NOAA capable radio (w/battery backup) is centrally located and monitored for emergency messages during the academic day. In addition OMI has recently purchased and installed a new Visiplex Intercom System. Provisions for off-campus emergencies (e.g. field trips, bus accidents) are addressed in the ERP.

Community and outside agencies are invited to assist in plan development, training, exercises and revision. Drills are conducted monthly to test the effectiveness of the ERP. Debriefings are conducted to provide feedback and identified weaknesses addressed to strengthen the plan. Faculty and staff training is conducted quarterly and the assigned ICS team participates in multi-hazard crisis training annually. The current revision of the ERP has been uploaded on the school website. Detailed appendices and attachments include the ICS structure and responsibilities, student roster, master schedule, faculty/staff roster, community emergency numbers, map of evacuation routes(s), assembly areas, student release gate, command post(s), facility site plan showing location of utility shut-off points, generators, first aid facilities, generators, exits, etc. as well as statements/documents in use for notifying faculty, students, parents/guardians, and media as well as student accountability forms.

### Components of the Comprehensive School Safety Plan

The Safety Plan Committee shall consult with local law enforcement, fire department, and other first responders, when practical (Education code 32281, 32282). In addition, OMI may delegate the responsibility for writing and developing a school safety plan to the school safety planning committee. This committee shall be composed of at least the following members, in compliance with California Education code §32281:

- 1.) The Cadet Service's coordinator or designee
- 2.) One staff person
- 3.) One parent/guardian whose child attends the school
- 4.) Other members, if desired.

### OMI Safety Planning Team Members and Contributors

- CMSgt (CA) Thomas James, Commandant
- CPT Shawna Lipsey, CACC, Cadet Services and Special Programs
- 2LT Nicolas Paoletti, Operations Officer
- SFC Michael Traver, Operations Officer
- Ismael Robles, Facilities Manager
- Ryan Ton, Commander of Cadets

5.)

The OMI Comprehensive School Safety Plan encompasses all buildings which consist of one main building, eleven portables,

## 2023-24 School Safety Plan

“C” building and “B” building

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	22	2	20	0
Other	0	0	0	0

#### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	24	1	12	0
Other	0	0	0	0

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	24	4	9	2
Other	0	0	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	14	3
Mathematics	23	9	13	1
Science	26	4	12	1
Social Science	25	8	11	4

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	26	11	
Mathematics	21	12	9	
Science	21	11	10	
Social Science	20	11	9	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	33	5	1
Mathematics	19	15	7	0
Science	23	6	9	0
Social Science	23	6	8	1

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	2.0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2
Other	0

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$21,091.59	\$7,946.99	\$13,144.59	\$76,605.00
<b>District</b>	N/A	N/A	\$10,320	\$70,572
<b>Percent Difference - School Site and District</b>	N/A	N/A	24.1	9.9
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	66.4	-20.5

## Fiscal Year 2022-23 Types of Services Funded

We are a comprehensive high school and feeder middle school that provides college preparatory academic programming to fulfill the breadth of UC A-G course offerings necessary to achieve UC/CSU and private school eligibility. The course offerings include a full military science career technical education pathway, lab sciences, social sciences, literature and composition, art, music, world language, broadcasting, journalism and an array of college level courses that include communications, sociology, business, psychology, music theory and Spanish. Additionally, we support a limited number of high school sports teams for both male and female athletes, mental health and wellness services, college and career planning, dual and concurrent college enrollment opportunities, restorative justice and community service and leadership programs for all students.

Our school-wide focus is for every graduate will be college and career ready through the mastery of common core standards and exposure to college level courses through our dual enrollment program in partnership with the Peralta Community College System.

Our instructional model is anchored in direct interactive instruction a research based delivery method that meets students where they are and ensures achievement across the curriculum. We have a literacy program to develop our students' reading levels to meet the 1300 lexile and beyond goal for them prior to graduation.

OMI develops LEADERSHIP and promotes a sense of pride and community, as it requires cadets to wear a proper complete uniform each school day. All cadets participate as members of the California Cadet Corps, and are assigned to units within a military chain of command (squads, platoons, companies, and battalions within the Corps of OMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at OMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn and practice military customs and courtesies, and achieve promotions and awards for their accomplishments. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

Cadets learn what is expected of them at the Summer Entrance Camp prior to their enrollment at OMI, a camp which thoroughly introduces new cadets to the CITIZENSHIP expectations of the school. The disciplinary system, patterned after the military model, is fair and predictable. All cadets share a common set of duties they are expected to fulfill, as well as a code of honor requiring absolute integrity. Cadets who do not meet our expectations for conduct, integrity, and/or who do not fulfill their duties forfeit their opportunity to remain enrolled as a cadet at OMI.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,515.00	\$55,550
Mid-Range Teacher Salary	\$85,571.00	\$80,703
Highest Teacher Salary	\$80,611.00	\$109,418
Average Principal Salary (Elementary)	\$117,779	\$137,703
Average Principal Salary (Middle)	\$123,453	\$143,760
Average Principal Salary (High)	\$165,859	\$159,021
Superintendent Salary	\$225,000.00	\$319,443
Percent of Budget for Teacher Salaries	22%	30.35%
Percent of Budget for Administrative Salaries	3%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Teachers are engaged in Professional Development twice per month for 1.5 hours per session, plus additional Department based trainings 1-2 times per month along with 6 full professional development days throughout the year and 4 minimum days reserved for inservice topics. Middle School staff also have a common 7th period prep to collaborate on lessons and receive instructional coaching feedback and support. OMI provides a range of professional development sessions which coincide with our LCAP goals and school's mission. In addition, OMI provides personal 1-1 coaching opportunities for our teachers in a teacher induction program, all teachers new to OMI and any teacher that requests assistance. OMI provides training for



## Professional Development

teachers on newly adopted curriculum and this year's focus was on ELA and Math. Therefore, we hired an additional math and ELA coach to support the deep implementation of the curriculum, the development of instructional calendars and to model the latest high leverage teaching methodologies. All OMI staff received intensive training on the JSWP writing program, Core vocabulary strategies and our ELA and Math teachers received training on SAVVAS materials, SuccessMaker and Read 180. OMI is also committed to teacher collaboration and grade level team coordination aimed at identifying students in need of additional supports. To this end, OMI has adopted the BARR program and interdisciplinary staff meet weekly in grade level Academic Support Groups {ASG's} to monitor student achievement data in areas such as grades, attendance, discipline events, assessments, mental health diagnostics, parent conferences and student positive behavior intervention systems {PBIS}.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15