OAKLAND MILITARY INSTITUTE

MID-CYCLE REPORT

3877 Lusk Street

Oakland, CA 94608

Oakland Military Institute, Charter

December 10, 2025

Accrediting Commission for Schools
Western Association of Schools and Colleges

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

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

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

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

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

2: Significant Changes and Developments

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

Community Engagement

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

- California Community Engagement Initiative (CEI) (Cohort V) is a state grant program that OMI participates in to improve its engagement with our parents and stakeholders.

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

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

Cadet Recognition

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

Early College Model - The Governor's Baccalaureate Diploma

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

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

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

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

New Career Technical Education [CTE] Pathways

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

Academic Achievements and Major Policy Changes Since the Original WASC Visit

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

military leadership, created the following positions: Slides that include leadership org chart
    - The new Commandant, CA CMSgt. James, became the Chief Business Officer
    - The Cadre Superviser, MSgt. Traver, is now the Director of Cadet Services overseeing, Cadet Services Center, attendance/truancy, security/discipline, & recruitment

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

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

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

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

3: Engagement of Educational Partners in Continuous School Improvement

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

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

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

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

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

4: Progress on the Implementation of the Schoolwide Action Plan

1. Provide High-Quality Classroom Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Provide English Learners With Required Skills

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

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

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

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

3. Create a Safe, Welcoming, and Inclusive Campus

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

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

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

Special Education (SPED):

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

Social-Emotional Learning (SEL):

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

Counseling:

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

Cadet Service Center:

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

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

4. Bolster Leadership Capacity

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

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

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

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

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

References:

WASC Action Plan Department Review
Cadet Parent Hand Book 2024-2025
LCAP 2025-2026
OMI School Website
Assessments
Dashboard (please use drop down to find OMI)