Oakland Military Institute - College Preparatory Academy
3877 Lusk Street ▪ Oakland, California 94608 ▪ TEL (510) 594-3900 ▪ FAX (510) 597-9886

September 26, 2018
Office of Charter Schools
Oakland Unified School District
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607
Hand Delivered

Superintendent Kyla Johnson-Trammel
OUSD Board of Education Members
OUSD Office of Charter School
RE: Charter Renewal Petition of Oakland Military Institute College Preparatory Academy (OMI)

On behalf of the Board of Directors and the OMI Community, it is with great pleasure and commitment to our students and families, we hereby authorize the submission of the Oakland Military Institute College Preparatory Academy: Petition for Charter Renewal for a five year term (2019-2024) to the Oakland Unified School District Board of Education. Johnna Grell, Superintendent of OMI, is authorized to take necessary action to seek the approval of OMI's charter renewal petition.

As we enter our 17th school year in Oakland, we are proud of the following OMI notable strengths:

- Consistently high graduation rate. 96% with summer graduates in 2017- 2018
- High college acceptance rates compared to similar school communities. 64% were accepted to a 4 year college/university in 2018
- Consistently low chronic absenteeism rate. 4.4% in 2017-2018 and currently averaging 97% daily attendance this school year

We look forward to our continued partnership with OUSD in serving children in Oakland and the greater bay area that are routinely underserved. Giving opportunities for a successful future in college and career is our priority.

Sincerely,

Arnold Grisham
Board President
Oakland Military Institute College Preparatory Academy

College Preparatory Academy

A CALIFORNIA CHARTER SCHOOL

Charter Renewal Petition Submitted to
Oakland Unified School District Board of Education

September 26, 2018

For the term July 1, 2019 through June 30, 2024

TABLE OF CONTENTS

TABLE OF CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS-Pg.4
ASSURANCES-Pg.5
EXECUTIVE SUMMARY/ PREPARATORY ACADEMY-Pg.8
INTRODUCTION-Pg.10
CHARTER RENEWAL CRITERIA-Pg.10
ELEMENT 1: THE EDUCATIONAL PROGRAM-Pg.18
EDUCATED PERSONS IN THE 21ST CENTURY-Pg.28
MISSION AND PHILOSOPHY-Pg.31
THE OMI APPROACH TO INSTRUCTION-Pg.37
THE OMI ACADEMIC PROGRAM AND POLICIES-Pg.41
RESTORATIVE JUSTICE-Pg.54
SPECIAL EDUCATION AT OMI-Pg.59
SUPPORTING OMI'S ENGLISH LEARNERS-Pg.69
AT RISK STUDENTS/STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING-Pg.74
ELEMENT 2: MEASURABLE STUDENT OUTCOMES AND ELEMENT 3: METHODS FOR ASSESSING PUPIL PROGRESS TOWARDS MEETING OUTCOMES-Pg. 77
MEASURABLE STUDENT OUTCOMES AND GOALS ALIGNED TO STATE PRIORITIES-Pg.79
METHODS TO MEASURE PUPIL OUTCOMES-Pg.84
OMI'S CHARTER SCHOOL PRIORITIES-Pg.86
ELEMENT 4: GOVERNANCE STRUCTURE-Pg.95
ELEMENT 5: EMPLOYEE QUALIFICATIONS-Pg.107
ELEMENT 6: HEALTH AND SAFETY-Pg. 121
ELEMENT 7: RACIAL AND ETHNIC BALANCE REFLECTIVE OF DISTRICT-Pg. 129
ELEMENT 8: ADMISSIONS POLICIES AND PROCEDURES-Pg. 131
ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS-Pg. 135
ELEMENT 10: PUPIL SUSPENSION AND EXPULSION PROCEDURES-Pg. 137
ELEMENT 11: RETIREMENT SYSTEMS-Pg. 160
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES-Pg.161
ELEMENT 13: EMPLOYEE RIGHTS TO RETURN-Pg.162
ELEMENT 14: DISPUTE RESOLUTION-Pg.163
ELEMENT 15: CLOSURE PROCEDURES-Pg.167
MISCELLANEOUS-Pg.186
CONCLUSION-Pg.188

APPENDICES

APPENDIX A: CHARTER PERFORMANCE REPORT**-Pg.**
APPENDIX B: LCAP
APPENDIX C: CDE DATAQUEST CAASPP REPORTS
APPENDIX D: BOARD ROSTER, MEETING SCHEDULE, POLICIES, AND BYLAWS
APPENDIX E: SPECIAL EDUCATION LOCAL PLAN, POLICIES, AND LETTER OF GOOD STANDING
APPENDIX F: OMI LEASE WITH OUSD
APPENDIX G: BUDGET

Charter School Intent and Charter REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
(c) Encourage the use of different and innovative teaching methods.
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance- based accountability systems.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (the "Act") (Education Code Sections 47600 *et seq*.) requires each charter school to have a "charter" that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

As detailed in this Charter, Oakland Military Institute College Preparatory Academy ("OMI" or the "Charter School") will continue to make important contributions to the legislative goals outlined above. By granting this Charter renewal, Oakland Unified School District ("OUSD" or the District") will help fulfill the intent of the Charter Schools Act while providing students with an additional quality public school educational option.

Statement of Assurances

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for **Oakland Military Institute College Preparatory Academy (OMI)** to be located at **3877 Lusk Street Oakland, CA 94608** is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.

5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

Johnna M. Grell — 9.26.18

Signature — Date

Johnna M. Grell , Superintendent

Print Name

Executive Summary

OAKLAND MILITARY INSTITUTE
SMALL SCHOOL; BIG COMMUNITY

OMI is a school unlike most, even in the world of charter schools, where innovation is the norm. OMI stands out as unique options for the children in the Bay Area. OMI serves students, who we call cadets, who come to us from all over the Bay Area, from as far away as Union City and Pinole. Located in the former Longfellow Elementary, we serve students in grades 6 – 12. OMI is a small school with big dreams and a solid record of supporting cadets reaching the goal of college acceptance and graduation. OMI has an average cohort of 110 students with a high EL population, an ever growing Sped population, and a larger number of children who come to us with high levels of trauma that must be addressed in order for growth to occur. OMI values the community that supports OMI and acknowledges that we must create diverse partnerships to support every OMI cadet. We must have a big community to enact the change we wish to see in the world.

Our Big Community includes:

1. California Cadet Corps
2. California National Guard
3. California Coast Guard
4. California Governor, Jerry Brown
5. El Dorado Selpa
6. JFK Mental Health Services
7. AfterSchool-AllStars
8. The Peralta Colleges
9. Consistent and Supporting Donors.
10. And more

Families choose OMI because of our emphasis on education the whole child in a structure yet supportive safe small school environment.

OMI families say this about our school:

As a family, we have chosen to fully uphold OMI's four pillars (Academics, Leadership, Athletics, and Citizenship) which have provided a solid foundation for our Cadets to become successful students, and contributors to society.
-Gilbert Gong (Parent of three cadets; Class of 2019, Class of 2020 and a Class of 2018 graduate and current student at UC Berkeley)

The reason my son attends OMI is because I believe in the discipline and encouragement that the school provides. Key success for a better future.
--*Claina Partida (Parent of Cadet class of 2023)*

My son has continued with OMI from 7th to 12th grade because the OMI administration has demonstrated a genuine commitment in the educational success of my child.
--*Judy Johnson (Parent of Class of 2019 cadet*

We love OMI because it promotes its students/cadets to achieve higher in their academics, in life and in themselves than they could have ever thought of doing before!
--April and Aaron Wright (Parents of 2 cadets, Class of 2024, 2021)

OMI goes beyond educating students, they instill leadership and community building values that will endure a lifetime.
--*Danielle Boudreaux (Parent of Class of 2022 cadet)*

OMI takes its mission of preparing our cadets for future success through a holistic approach that educates the entire child in order to develop the academic skills and knowledge but also to develop leaders of character who embodies the OMI code of honor, "A cadet is respectful and will not lie, cheat, or steal, or tolerate those who do".

A military academy in Oakland dedicated to providing a well-rounded education for its students. OMI believes that all children can learn and all children can graduation high school and succeed in college. Without our Big Community and our supportive parents, OMI would struggle to achieve its focus that every graduate will be college and career ready through mastery of the common core standards and reading at a Lexile level of 1300 or higher. A lofty focus that drives everything we do at OMI and it's working, our data is showing that the longer cadets stays with OMI, the better they do.

Introduction

The Oakland Military Institute College Preparatory Academy was formed as a partnership between then Oakland Mayor Jerry Brown and the California National Guard. OMI is committed to the mission of excellence for cadets through academics, character building, physical fitness, and leadership, a formula proven successful in other established military preparatory schools. The California National Guard has operated successful youth programs, such as the California Cadet Corps, since 1911, which served as the predecessor to the better-known Junior Reserve Officer Training Corps ("JROTC"). OMI was chartered in December 2000 and began operation on schedule in June 2001.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(2)-(4) (Also see Appendix C: CDE DataQuest/CAASPP Reports):

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "the most recent API calculation" and "alternative measures" as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

Table 1 clearly demonstrates that OMI meets the legal requirements for Charter Renewal.

Table 1

LEGAL REQUIREMENTS FOR CHARTER RENEWAL Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Not Applicable
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 rank of 6 and 2012 rank of 5
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; 2013 rank of 6 and 2012 rank of 5

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, considering the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable

(Source: CDE DataQuest, accessed September 23, 2016)

Analysis of Comparison Schools Data

Table 2 outlines OMI California Assessment of Student Performance and Progress ("CAASPP") Scores, and the 2015-17 percentage of Students Meeting or Exceeding Standards overall and according to subgroup. When we compare the data from OMI to schools our students might otherwise attend we find the following: OMI outperforms OUSD and five of the schools our cadets would attend otherwise in ELA. Our scores in math show we have much improvement to focus on, our plan is described elsewhere in this document, but even with math as a growth area for OMI, we are outperforming three of the similar schools.

Table 2

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	38%	38%	34.43%
	Math	30%	23%	13.64%
Black or African American	ELA	32%	37%	32.23%
	Math	20%	17%	6.67%
Asian	ELA	59%	59%	51.43%
	Math	68%	56%	42.25%
Hispanic or Latino	ELA	32%	32%	30.05%
	Math	20%	15%	6.46%
Economically Disadvantaged	ELA	34%	36%	32.05%
	Math	28%	21%	12.86%
English Learner	ELA	8%	7%	6.32%
	Math	10%	3%	3.26%

Comparison Schools That OMI Students Would Otherwise Be Required to Attends performance data is included in Table 3.

In ELA, OMI scores compare favorably to McClymonds and Castlemont, schools within the district. McClymonds scores are 4%-26% lower than OMI. Castlemont scores hover around 30% lower than OMI. In Math, OMI scores are consistently higher than Castlemont and McClymonds. In 2015-2016, OMI fared better than Oakland High School. In comparison, OMI outperforms many of the schools in our geographic area.

Table 3

School	Assessment	2015	2016	2017
Oakland High School	ELA	50%	38%	40.31%
	Math	16%	16%	19.82%
Oakland Tech	ELA	48%	61%	59.29%
	Math	31%	32%	28.35%
McClymonds	ELA	12%	27%	30.44%
	Math	4%	6%	1.39%
Castlemont	ELA	16%	6%	1.25%
	Math	4%	0%	1.14%

Comparison Schools That Are Demographically Similar in the District and District Overall data is founds in table 15.

In ELA, OMI scores are consistently higher than Fremont and OUSD. OMI's math scores are higher than Fremont and Skyline. In terms of similar schools, OMI's results demonstrate the strength of its program with similar student communities.

Table 4

School	Assessment	2015	2016	2017
Skyline High School	ELA	46%	40%	49.2%
	Math	16%	18%	13.49%
Fremont High School	ELA	13%	18%	15.46%
	Math	1%	4%	2.78%
OUSD	ELA	29%	30%	31.86%
	Math	23%	25%	25.5%

Accordingly, OMI has demonstrated that its academic performance is at least equal to public schools that OMI students would otherwise be required to attend, and schools in the District that are demographically similar.

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

> The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Areas of strength for OMI that demonstrate academic achievement for all students including our significantly numeric subgroups are the following:

- Our cohort data shows a strong picture in ELA. The 2016 6th grade cohort's ELA APD was 28 scale score points closer to the met standard by 8th grade (in other words, the average 6th grader moved from 65 scale score points below the "met" standard on CAASPP ELA in 2016 to only 37 points below the met standard as 8th graders in 2018). The 2015 6th grade cohort's ELA scores were 21 points closer to the met standard by 8th grade. Both of these cohorts had growth that was slightly above the state average for middle school students.

Cohort APD Change
("Average Point Difference" measures distance from Level 3 on CAASPP)

Year	6th	7th	8th	9th	10th	11th
2018*	-85	-57	-37			13
2017	-70	-44	-30			-16
2016	-65	-29	-11			-24
2015	-51	-46	3			8

**based on preliminary CAASPP data*

- When compared to the averages of all students at OMI those continuously enrolled students have higher average ELA and Math scale scores in all applicable grades. In other words, students who are continuously enrolled score higher on CAASPP. This is a strength that OMI is dedication to giving strong focus to in the next charter cycle. With generations of kids at OMI, we are looking at strategies, interventions and supports to provide every OMI student the skills and knowledge to increase their levels of improvement each year.

	ELA all	ELA continuously enrolled	Math all	Math continuously enrolled
7th	2495	2502	2451	2458
8th	2530	2536	2469	2480
11th	2596	2601	2548	2553

- OMI's African American subgroup percentile (36th percentile in 2017) and in the African American a-g rates (50%), indicating that they are doing better than peers in their same subgroup around the state (in OUSD, the African American a-g completion rate was 37% in 2016-17).

- Subgroup Percentile Performance: Distance from Level 3 "DF3" percentiles (shows how specific student demographic subgroups at this school perform relative to their peers statewide, for example, African American students are in the 36th percentile of African American performance statewide on the "Distance from Level 3" DF3 measure)

Percentiles	Latino	African American	Asian	White	English Learner	Students with Disabilities	Low-Income
2017	7th	36th	17th	1st	14th	38th	13th
2016	16th	48th	23rd	12th	18th	12th	25th
2015	36th	64th	55th		62th	20th	61st

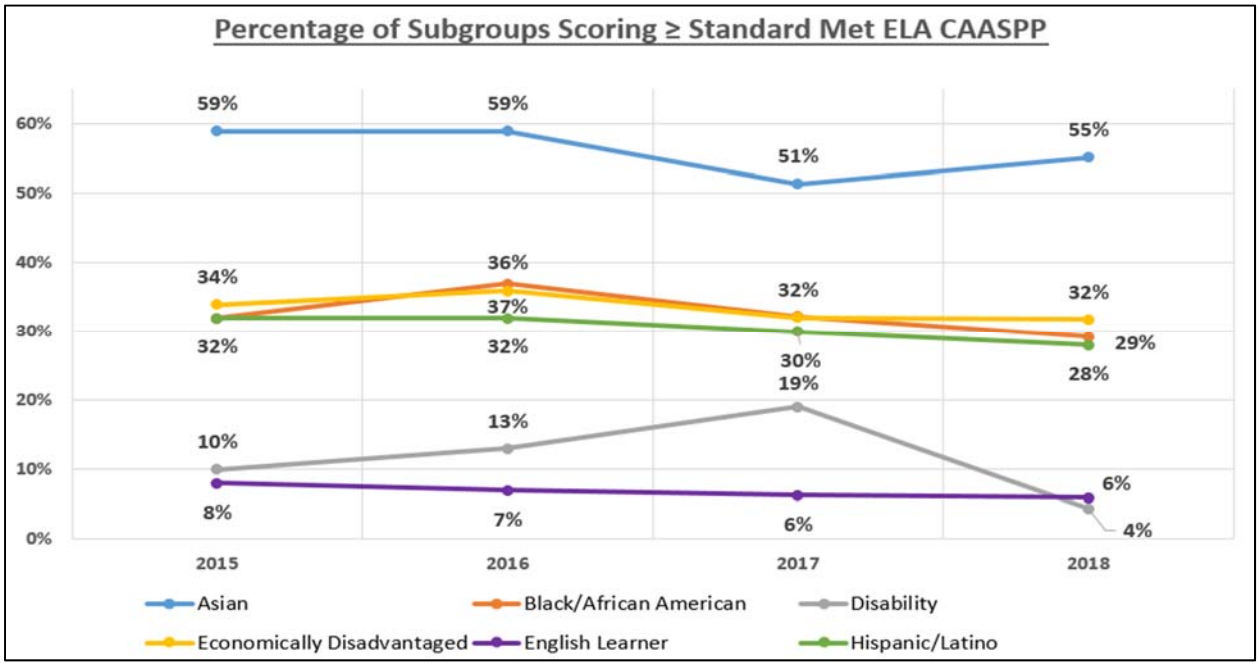
- OMI's students with disabilities scored in the 38th percentile in 2017 on CAASPP (see table above).
- OMI has strong reclassification rates in 3 of the last 4 years. Specifically, 11% in 2017-18, 18% in 2016-17, and 25% in 2014-15.
- Students at OMI are participating in AP tests, SAT, and ACT at higher rates than the district and other high-poverty schools (e.g. in 2015-16, 46% of OMI students participated in ACT, compared to district participation rate of 31%). 57% of current OMI students are enrolled in an AP course.
- All 8th, 9th and 10th graders are taking the PSAT for the current school year. 36% of 9th graders, and 42% of continuously enrolled 9th graders, are testing as "on track" for College/Career based on PSAT. A fact that supports, the longer a student is with OMI the better they do.
- In 2017-18, OMI's a-g rate was 81%.

- OMI has had a consistently high 4-year graduation rate (above 93% for four previous years for our senior class). When including recent summer graduates for 2017 - 2018, graduation rate reaches 96%.
- OMI has a large percentage of students accepted to a 4-year college in 2018 (64%). OMI's is working to remove the economics barriers that often restrict our cadets from matriculating.
- OMI's graduation rate for the Latino subgroup was 90% or higher for the last three years, while the district's rate for this subgroup is 64%.
- OMI actively collects diagnostic data for students when they enroll and conducts scheduled local assessments three times a year to monitor students.
- In addition to a college-going culture and a culture around military values, we have historically had lower suspension and truancy rates than the district. While our numbers are low, we are committed to reducing these numbers. In 2017 - 2018 OMI maintained an average attendance rate of 94% with chronically truancy rate at a low 4.4%. For the current school year to date, we are averaging an attendance rate of 98%

In Figures 1 and 2 below, we compare how important subgroups within our community fare on the statewide CAASPP tests. We acknowledge that we have more work to do regarding the results of these important assessments as our plan for improvements is outline in this document.

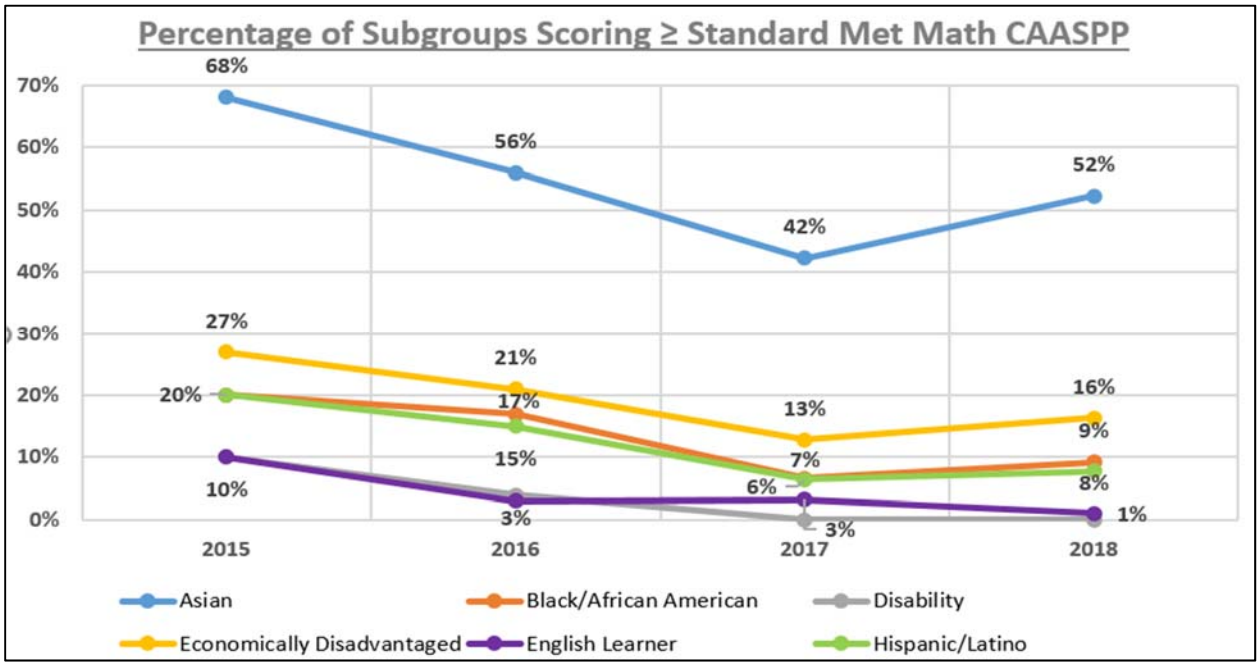
Over the last four years, there has been a lot of change at OMI. Three years ago, OMI experience drastic change in its leadership resulting in a disruption of continuity and services to OMI's community. OMI's current leadership has stabilized the staffing at OMI, expanded the support services for not only students but for staff development and support. Stability has allowed us to focus our vision and create a sound plan for improving student achievement in ELA and math.

Figure 1



Math appears to be on the rise after a stretch of falling scores. OMI has now stabilized and anticipates no turnover at the leadership level. Last year, we saw a slight increase in subgroup scores and hope to see continued improvement. We have implemented changes that encourage teacher retention in the math department and in the process of updating OMI's 7 year math scope and sequence which will drive our math department instruction.

Figure 2



ELEMENT 1

THE EDUCATION PROGRAM

The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

The manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements."

Education Code Section 47605(b)(5)(A)(i)-(iii)

DRL: "In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter

pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

[CHARTER SCHOOL]'s pupil outcomes, disaggregated by numerically significant subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:"

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].

DRL: "If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students."

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

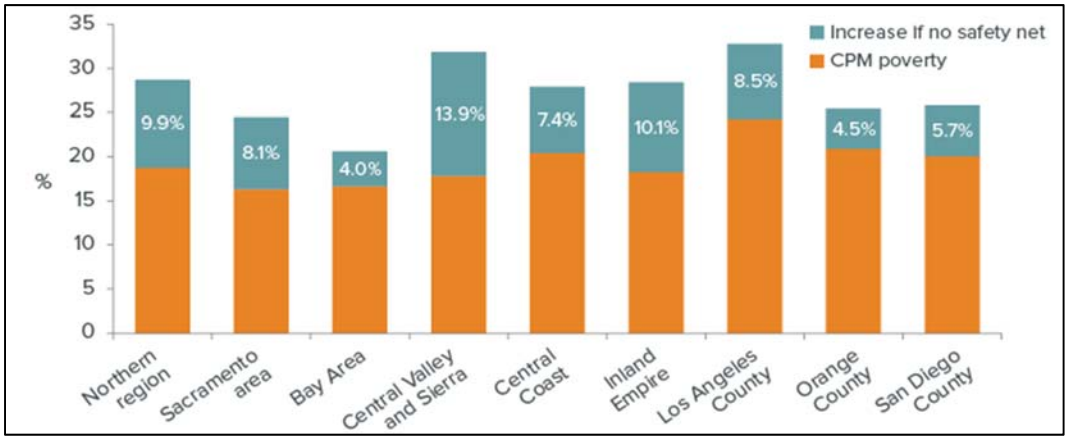
Target Population and Community Need

OMI serves youth from around the San Francisco Bay Area providing a rigorous academic program emphasizing leadership, citizenship, athletics, and academic excellence. Now in its 17th year of operation, OMI serves approximately 769 6th - 12th graders. OMI's enrollment ranges from 75 to 120 students per grade level with total school enrollment not exceeding 815 students. The Charter School is located in West Oakland at 3877 Lusk Street. OMI has an excellent relationship with its authorizer, Oakland Unified School District ("OUSD" or the "District"). OMI leases the former Longfellow Elementary school site from OUSD and has invested heavily in the property, $12 million in upgrades and expansion to date. Our lease with OUSD continues through 2028. OMI receives average daily attendance ("ADA") funding as well as designated funding from the California National Guard. As a public school, no tuition is charged, and uniforms are provided for students free of charge. OMI brings significant additional resources to the students of Oakland in the form of the National Guard contributions, an alliance with the coast guard, and significant support from the OMI community of stakeholders.

There is great community need for a school like OMI. Students living in poverty and students of color need quality schools. OMI provides a high-quality choice. There is no similar school to OMI in Oakland, as our military structure and focus on our four pillars provided an option that is needed

for many families. OMI is specialty school providing the structure that many children in Oakland and the greater Bay area require in order to reach their potential. The Bay Area is ever marred by an increasing economic disparity, which disproportionately impacts families of color. The California Poverty Measure, published by the Public Policy Institute of California, reflects the poverty rate in the Bay Area of approximately 17%. See Figure 3 for a summary of poverty percentages across California.

Figure 3



Source: http://www.ppic.org/publication/poverty-in-california/

Our student population, is diverse and comprised mainly of families living in poverty that appreciate the multitude of services OMI offers, which includes free meals, free haircuts, all play athletics program, leadership and character courses, uniforms at no cost, field trips, military training after school programs for middle school at no cost, strong academic program, and a level of respect and care for their children that many of them have never experienced in prior academic settings.

In 2017 - 2018, 83% of OMI cadets qualified for Free and Reduced-Price School Meals. ("FRPM") In 2018 – 2019 86% of OMI cadets designated as Socio-Economically Disadvantaged. OMI has made the decision to provide healthy meals at no cost to 100% of students to add an additional layer of holistic support for every OMI cadet. Removing the barrier to even a reduced-price meal supports student achievement.

Poverty's impact on children is well researched. Amy Gerstein of the Stanford Graduate School of Education, Gardner Center for Youth and Their Community, summarizes the impact poverty has on youth:

> Income inequality affects youth's educational attainment in multiple ways, and more Bay Area schools are now challenged to address the consequences of poverty. These consequences create sometimes insurmountable barriers to learning. Schools are held accountable for

> many more students with diverse needs than ever before, and with fewer resources.
>
> From our analysis, I now understand that schools cannot do it alone anymore. The varied approaches that some schools have adopted to engage with partners to better meet families' needs will have to become the norm. Far too many youth arrive at school hungry and unable to concentrate. Far too many lack a home with a quiet place to study—let alone have internet and technology access. Far too many face chronic health conditions and so much more. These challenges manifest in schools as attendance problems, disciplinary issues, academic underperformance. To address these circumstances, there are many strong practices underway, a notable example being the community school model that some districts have embraced.

Source: https://gardnercenter.stanford.edu/news/effects-income-inequality-bay-area-youth-sector

OMI's Diversity

OMI values its diversity. OMI staff and student population reflect the many people of the Bay Area. See Tables 5 and 6 for OMI's demographic profile for students and Table 7 for OMI staff demographic profile demonstrating a strong diverse population in both our student and staff populations. OMI recruitment expanded efforts to create a strong staff profile that represents our students. These efforts for racial equity and diversity for our students goes beyond using culturally responsive instructional strategies and materials because it is essential that the diversity of our students is reflected in those adults who facilitate and guide their education and growth as a future college graduate.

Table 5

Demographic Profile of OMI Student Body 2018 - 19	
Hispanic	58%
African American	16%
Asian	16%
White	3%
Multiple	3%
Pacific Islander	1%
Male	55%
Female	45%
Free and Reduced Lunch	86%
English Language Learners	25%
Foster Child	1%
Homeless	1%
Total "Unduplicated" Percentage	86%

Table 6

Demographic Profile of OMI Student Body 2017-18	
Hispanic	57%
African American	19%
Asian	18%
White	4%
Multiple	1%
Pacific Islander	0.30%
Male	59%
Female	41%
Free and Reduced Lunch	83%
English Language Learners	22%
Foster Child	1%
Homeless	0.40%
Total "Unduplicated" Percentage	85%

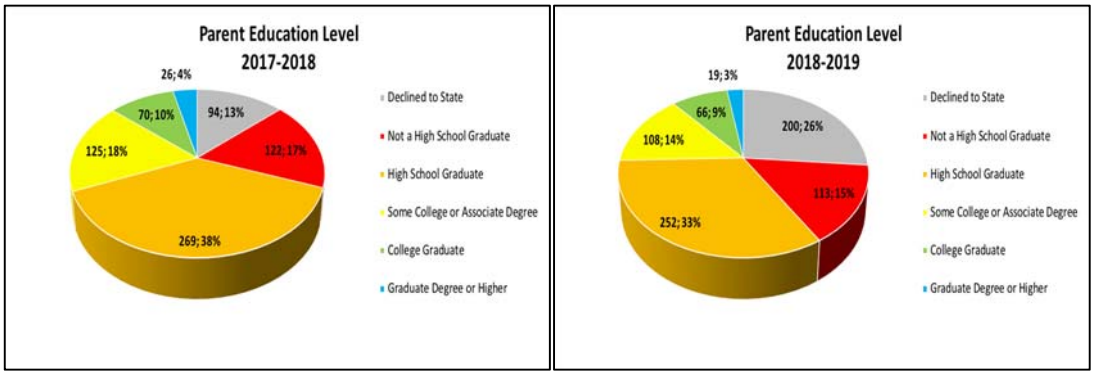
Table 7

Demographic Profile of OMI Staff 2018 - 19	
Hispanic	16%
African American	34%
Asian	9%
White	29%
Race - Decline to State	9%
Pacific Islander	3%
Male	43%
Female	56%
Gender - Decline to State	1%

OMI, located right around the corner from Pixar Studios, combats the cycle of poverty for students of color with a singular mission of making the dream of college a reality for our students, many of whom would be the first in their families to attend college. See Figure 4 for OMI past and current parent education level profile. These charts are included to show that many OMI parent's college going and college graduation levels are very low with the majority of the OMI families have little experience with college. We want to serve children who desire to be the first in their families to graduation and continue on to college. Countless studies have correlated future college success for students with parent education level and socio-economic levels. Those families with higher education levels have children who perform better on the ACT and the SAT, while those students who have parents with education levels not including college, tend to fall short in their test scores and when they reach college are less likely to succeed and reach their sophomore year.

Because we acknowledge these challenges we are able create a college-going culture that results in a 64%.

Figure 4



OMI represents a unique choice for students and their families. As stated earlier, OMI is not a traditional public middle school/high school, and our prospective students are urged to consider all their needs and wants in making the decision to study at OMI. OMI is open to all students, including but not limited to those students with disabilities under both the IDEA and Section 504 of the Rehabilitation Act. Students leave OMI prepared for an increasingly competitive economy, confident that their skills will ensure success in college and the workplace.

OMI's Enrollment and Growth Plan

OMI strategic growth plan is slow and steady. OMI will not exceed an enrollment of 821. We want to maintain our small school model and be able to be consistent in delivery of services to our high needs' population

Table 8

Enrollment by Grade	2018-19	2019-20	2020-21	2021-22
Grade 6	105	105	105	105
Grade 7	117	124	124	124
Grade 8	114	117	124	124
Grade 9	113	114	117	124
Grade 10	113	113	114	117
Grade 11	109	113	113	114
Grade 12	83	109	113	113
Total Enrollment	754	795	810	821

Meeting the needs of the whole child

OMI provides a holistic approach to supporting student success. Many of OMI's students have experienced significant trauma. Many OMI cadets live at or below the poverty level and face environment dangers on a daily basis. OMI emphasizes the importance of educating the whole child and understands that trauma can be a significant barrier to learning. We understand the importance of providing high quality traditional academics but also the significant need for social-emotional learning, a view shared by California's Superintendent of Public Instruction, Tom Torlakson, who stated, "Educators know, and the science confirms, that learning is not only cognitive, but also social and emotional. These principles are a part of a concentrated effort to improve teaching and learning of social and emotional skills by recognizing that students' connection to what they are learning is a critical component of a quality education." OMI also values the therapeutic process to dealing with trauma. Our four pillars provide children with access to a variety of educational experiences ranging from

Educating the whole child at OMI includes the following:

- On-site mental health support
- Fully-staffed Special Education Department
- Restorative Justice Program
- Mentors provided by California Coast Guard's Partners in Education program ("PIE")
- Free meals to every OMI student through its status with the National School Lunch Program
- OMI is committed to providing nutritionally balanced and good tasting food for all cadets.
    - OMI food service has an extra component. Not only does it deliver delicious, fresh foods, but OMI is working to create jobs and programs in the area of food preparation and service, with our food service provider.
    - OMI is dedicated to the vision of all kids having access to healthy, great tasting meals regardless of financial status or ability.
- $200 College Scholarships each year of a student's enrollment at OMI
    - Students with seven years of enrollment graduate with a $1400 scholarship.
- Strong integration of military structures and academics
    - After-school programs for middle school cadets
- All-play no try-outs approach to athletics
- Extensive access to academic supports
    - Teacher office hours
    - After-school tutoring
    - Electronic tutoring in mathematics
    - Special Education assessment and support
    - Section 504 assessment and support
- Cadet Success Teams

- CARE intervention referral form
- Inclusive Cadet Activities Board
- Growing menu of Professional Development workshops for all staff members
- Implementation of a multi-tiered system of supports to support students' social-emotional, academic, and behavioral needs and create a strong student-centered culture
- Leveraged technology, rethought scheduling, teacher capacity to use data strategically to target and accelerate instruction one student at a time

OMI's highest priority is to prepare our students, including students traditionally underserved or underachieving (not meeting their personal potential), so that every OMI graduate is prepared to enter and thrive at the country's universities and colleges if they so choose. OMI wants our cadets to exit into the world after graduation fully capable of navigating the challenges that will face them and able to engage in opportunities to improve themselves and create the life in which they wish to pursue. We educate the entire child in order to reach graduation and support our goal of college acceptance and graduation for all.

OMI has been successful at reaching its goal of increased college acceptance rates for underserved populations. Table 8 demonstrates high graduation rates for all cadets at OMI and OMI's A-G completion rate which is evidence of cadets meeting the requirements set by the University of California for entrance, which includes completing of required coursework with a GPA of 3.0 and above.

Table 9

OMI Graduation and A-G Completion Rates		
Class of	Grad Rate*	A-G
2015	97%	69%
2016	96%	71%
2017	93%	58%
2018	93%	81%
* OMI rates show graduation rates for those students enrolled their senior year.		

Table 10 summarizes OMI California State University enrollment data over the past three years shows that OMI is excelling, especially when compared to the National Clearinghouse data on enrollment rates for similar students.

Table 10

CSU OMI Historic College Enrollment Rate	
2015 - 2016	68%
2016 - 2017	72%
2017 – 2018	64%

Figure 5 demonstrates the reading level of our students upon entry, which demonstrates that 86% of our students come to OMI not on track for college-readiness. We include this to show how much growth our cadets achieve while students at OMI.

Figure 5

Students Reading Level at First OMI Enrollment -- 2017-18

Levels Relative to "On Track" for College and Career

Assessed Using Achieve3000 Level-Set Reading Assessment

2017-18	6th	7th	8th	9th	10th	11th	12th	All New OMI Enrollees
Far Below	37%	33%	38%	50%	40%	50%		**39%**
Approaches	48%	56%	54%	32%	60%	50%		**47%**
Meets	11%	0%	8%	18%	0%	0%		**11%**
Exceeds	4%	11%	0%	0%	0%	0%		**3%**
Total New OMI Enrollees Assessed	108	9	13	22	5	2	0	**159**

Note: New OMI students tested within first two weeks of first enrollment.

Our focus on college-readiness by graduation includes a strong focus on building students' reading comprehension levels, exposing them to college-readiness curriculum, providing multiple experiences and exposure to colleges through our growing dual enrollment and newly added College and Career Center.

OMI provides in-house PSAT and SAT testing at no cost to students in grades eight through eleven. We expose them to the rigors of college early and often. We support their academic self-esteem through strong relationships with staff at all levels. We celebrate their academic successes through the weekly Grizzly Honor Cadet and through an Academic Pep-rally, honoring college-ready GPA's. These charts demonstrate success for a population coming to OMI unprepared for high school graduation and for college acceptance. OMI changes students' futures through its holistic approach to educating the whole child through a strong commitment to OMI's four pillars, which will be described later in this document.

Meeting the needs of our students requires that we engage in continuous reflection and honest evaluation of our strengths and areas of growth. OMI is not where we want it to be in terms of academic assessment performance, we are acutely areas of our areas of growth and while we make great strides in supporting the development of youth and getting youth to graduation and to college acceptance, we have work to do.

Table 10 below show that while showing improvement in PSAT scores, our 9th and 10th graders are still scoring below grade-level benchmark on the PSAT. This is an area OMI is taking seriously. In order to begin to combat the below-level initial scores we have implemented SAT day, paying for grades 8 – 11 to take the PSAT or SAT on campus. This combined with our approach to education (outlined later in this document), OMI is confident that we can get early scores higher thus resulting in high SAT scores overall for OMI students. These higher scores will provide enhanced access to scholarship funds and increased acceptances and taking the next step and enrolling in four-year colleges and universities.

Table 11

	9th Grade PSAT			10th Grade PSAT	
	Benchmark	OMI 2017	OMI 2018	Benchmark	OMI 2018
Avg ELA	410	397	407	430	398
Avg Math	450	390	405	480	403

One of our most critical areas of growth is in mathematics. Our students are not making the progress they need to in order to have strong college-ready math skills. We are underperforming on the CAASP mathematics and we also see a similar pattern in our local benchmark data. Unfortunately, the math department over the previous three years suffered major losses in our instructional staff. Two of our solid long-term mathematics teachers fell victim to cancer. One lost a year of teaching to their battle with the disease. This staff member ended up losing their life mere days before returning to the class room for the 2017 - 2018. The other was diagnosed and left for treatment two weeks into last school year. These losses hit OMI hard. Joyfully, we had the remaining teacher return to the classroom for this instructional year. We have fully staffed the math department from the middle school to the high school. We are currently working with the department to update our 7-year mathematics scope and sequence and providing one on one instruction support to our newest math staff.

Another area of growth is in terms of pushing our cadets to reach higher Lexile scores quicker. While our students do show tremendous growth especially when we consider that 86% of OMI cadets enroll below grade level or significantly below grade level, we want to see them achieve results earlier and more often. Our goal is to have all cadets reading at a Lexile score of 1300 upon graduation.

Based on the items listed above and a student-by-student and schoolwide analysis of OMI's state and local data, we take the following actions to help students improve their reading and mathematics skills:

- Continue to assess each student's reading skills at the beginning of the year, mid-year, and at year end.
- Employ research-validated NewsELApro to improve each student's reading skills in each grade throughout the curriculum.
- Hire one full-time reading specialist to provide support to small groups and individual cadets to improve their reading skills in each grade.
- Add six instructional assistants to work with the middle school classrooms in both ELA and mathematics.
- Provide training and support for all teachers using RevolutionK12 mathematics to accurately assess each student's skill needs and to target instruction to improve their performance.
- Add one full-time math instructor to lower class size at the high school level.
- Add one full-time Director of Academic Performance and one full-time Data Officer to allow us to make better-informed data-driven decisions to support student achievement in all grades.
- Enhance OMI's after-school programs by adding STEM (digital media design, music engineering), culinary, and other high interest classes designed to increase student engagement in school.
- Improve the tracking of OMI data for all programs through the development of schoolwide tracking protocols, the addition of a full-time data officer and a full-time director of academic performance, and the continued refinement of OMI's newly developed data database.

Educated Persons in the 21st Century

As we advance in the 21st century, the essential skills needed by previous generations are morphing into new applications and the emerging of brand-new sets of skills needed as technology continues to modify how we interact globally. As we evaluate what it means to be 'educated for the 21st century,' we must be forward thinking in both the courses we offer and the skills we emphasize so that a cadet can truly exit OMI as a lifelong learner who can adapt their learning to the ever-changing world.

An educated person in the 21st century must, above all, be a master of basic skills such as reading, writing, and mathematics. In addition, an educated person must be skilled in other academic

disciplines including science, social science/history, fine arts, and world languages. An educated person must also demonstrate a mature respect for themselves and others as well as develop teamwork skills, leadership/decision-making skills, and habits of good character. OMI is dedicated to delivering graduates into the world with the skills necessary for success. It is through our integrated 4 pillar approach that support this mission.

OMI has outlined the essential skills required for students to mastery in Table 11.

Table 12

Academic Skills	
English Language Arts	• Reading Literature • Reading Informational Text • Writing Evidenced Based Arguments • Writing Informational Texts • Writing Narrative Texts • Engaging in Text Based Discussions • Giving Oral Presentations • Conducting Research
Math	• Mathematical Problem Solving • Mathematical Argumentation and Reflection
History	• Analyzing Historical Outcomes • Analyzing Historical Perspectives • Comparing Government and Economic Systems • Presenting Oratorical Speeches
Science	• Leading Scientific Investigation • Presenting Scientific Principles • Analyzing and Interpreting Data • Developing and Using Models • Applying Cross-Cutting Concepts
Foreign Language	• Speaking and Listening • Reading and Writing • Engaging in Cultures

Health and Wellness	• Applying Knowledge of Health Concepts • Analyzing Health Promotion and Risk Reduction
Leadership Development	
Leaders of Character Military Courses.	• Self-discipline • Positive Self Concept and Growth Mindset • Navigating Systems and Self Advocacy • Preference for Long Term Goals • Availability and Support of Adult Mentors • High Quality Leadership Experience • Community Involvement and service • Military Courtesies and Customs

Students Learn Best When the Charter School...

- Provides a safe learning environment
- Encourages them
- Provides them with targeted, exciting, challenging, and comprehensive curricula
- Allows them to be creative
- Sets high standards and holds them accountable
- Treats them fairly and consistently
- Assesses their progress frequently, diagnoses their strengths and challenges, and crafts instruction accordingly
- Makes learning relevant
- Meets them where they are in order to support their growth
- Frees them from the stress of cell phones on campus
- Provides access to appropriate technology in classrooms

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. OMI includes members of the community to support cadets. These adults both on staff and in our big community of military service personnel and other community members have knowledge and skills to share. It is said that it only takes one caring adult on campus to change the trajectory of a child. OMI is able to create confident, connected young adults who have developed a strong supportive network. At OMI cadets are surrounded by caring adults who

advocate, listen, encourage and challenge them to do their best. Improving their self-discipline and esteem is crucial to reaching the goal of graduation and college attendance.

In the 18 years since the inception of OMI, the Charter School has educated Oakland and Bay Area students who face significant barriers in their lives. OMI has fulfilled the mission set forth by its founder, Jerry Brown. The world is ever-changing, and OMI, with its strong foundation and structure, is flexible enough to keep up with speed of change in today's global economy, while meeting the many needs of its student population. OMI is a unique school; there is no other school in the Bay Area like OMI. OMI's strong partnerships and collaboration with the California National Guard, California Cadet Corps, and California Coast Guard create a distinctive environment that goes far beyond traditional academics.

Educational Philosophy
Engaging in the Four Pillars

Supporting academic excellence at OMI demands we meet our cadets where they are upon entry and work to accelerate their skills in mathematics and reading. 86% of students enter OMI performing below grade level. We require these students to accelerate learning through before-school, after-school, and summer academic support programs. OMI is committed to providing strong intervention for all students. Our CARE program is a strong component of our Response to Intervention ("RTI"). Any staff member can refer a student to the CARE team. The CARE team meets weekly and reviews the standardized CARE form and creates an individual support plan that might include anything from being assigned a mentor or to a mandatory study hall to mental health counseling or a Cadet Support Team Meeting. Parents, teachers, military, and other staff attend these meeting where they communicate about student progress as active members on our Cadet Success Teams ("CST"). CST's gather stakeholders in the child's education to discuss how to most effectively support that child to their best level of achievement. OMI supports all students through all available means, which means that the cadets have duties to fulfill and their parents/guardians have a set of duties to fulfill their role as the primary educators of their children. OMI values communication and utilizes a system that can send information about the school and their child's progress through email, phone calls, text, and our OMI website, www.Oakmil.org.

OMI's Four Pillars and Core Values

Oakland Military Institute is built around four pillars. These pillars guide life on campus:

- Academics- The demanding ACADEMIC program consists of language arts, math, science and history, as well as world languages, fine arts, leadership, and physical fitness training. OMI seeks and supports students who have ambition and are ready to take responsibility for their own learning. OMI also offers honors, advanced placement, and college level courses. We also understand that some of our cadets enter OMI performing below grade

level, and we require these students to accelerate their learning through before-school, after-school, Saturday and summer academic support programs. Through hard work, determination, and a positive attitude, all students are expected to do whatever it takes to meet OMI's rigorous academic standards and achieve proficiency on the Common Core State Standards. We collaborate with parents to communicate about student progress and help all students succeed to the best of their abilities. Parents have a set of recommended duties to fulfill their role as the primary educators of their children.

- Leadership- The military framework of the school develops LEADERSHIP and promotes a sense of pride and community as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic 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. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

- Citizenship- Cadets learn what is expected of them at the Summer Camp prior to their enrollment at OMI, a camp that thoroughly introduces new students to the CITIZENSHIP expectations of the school. All cadets share a common set of duties they are expected to fulfill as well as a code of honor requiring absolute integrity. We work with every cadet to meet our expectations for conduct, integrity, and duty.

- Athletics- ATHLETICS is an integral part of the total educational experience here at OMI. OMI cadets are provided frequent opportunities to participate in interscholastic and intramural, individual and team athletic development activities and competition. In addition to fulfilling physical fitness goals, being involved in athletics provides cadets with opportunities to develop leadership skills and to learn the ideals of fair play and ethical behavior necessary for competition and cooperation in our society. It also provides our students with the unique opportunities for self-discipline and self-sacrifice, as well as loyalty to the community, the school, and the team.

Through the four pillars of academics, leadership, citizenship, and athletics, OMI prepares students for successful admission to college, completion of college, and entry into the adult world as leaders of character who make our world a better place, do the right thing, and treat others the way they want to be treated.

OMI operates with three core values at its heart:

- Every student can learn; just not in the same way or on the same day.
- We control the conditions of success.
- Success breeds success.

OMI's Mission

The Oakland Military Institute College Preparatory Academy develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics.

Middle School Approach to Academics

The middle school years, grades 6-8, are a unique time in the lives of an OMI student. Students in middle school undergo rapid and profound development changes. Because of this, OMI addresses both the education and social needs of middle school students by offering instructional programs that are framed by the Common Core State Standards ("CCSS") and designed to meet the needs of each individual student. The primary purpose of middle school is to prepare students for future high school study and to begin to build college and career readiness for students. Students are provided opportunities for enrichment and acceleration as well as intervention and academic support, as needed. We believe that a positive and successful middle school experience provides students with academic skills and knowledge as well as an understanding of the importance of responsibility, organization, time management, and effort. By focusing on the four pillars of Citizenship, Leadership, Academics, and Athletics, OMI middle school instruction serves as a bridge to the educational future of our students.

High School Approach to Academics

The demanding ACADEMIC program for high school meets the A-G subject requirement outlined by the University of California ("UC") and California State University ("CSU") and includes the following:

- **History/social science ("a")** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English ("b")** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice in listening and speaking.

- **Mathematics ("c")** –*Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science ("d")** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry, and physics.
- **Language other than English ("e")** – *Two years of* the same language other than English or equivalent to the second level of high school instruction.
- **Visual and performing arts ("f")** – *One year* chosen from dance, music, theater, or the visual arts.
- **College-preparatory elective ("g")** – *One year chosen* from the "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

In addition to meeting the UC and CSU requirements, OMI offers relevant and rigorous curriculum through honors, advanced placement, and college level courses. The Dual Enrollment program allows cadets to take community college courses on the OMI campus taught in conjunction with the Peralta Community Colleges. Students can also enroll in off-campus community college classes at neighboring institutions.

The military framework of the Charter School develops LEADERSHIP and promotes a sense of pride and community as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic 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. The military dimension of the Charter 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 students to the CITIZENSHIP expectations of the Charter School. OMI's citizenship program focuses on restorative justice with reasonable progressive consequences. In addition, cadets share a common set of duties they are expected to fulfill as well as a code of honor requiring absolute integrity.

ATHLETICS is an integral part of the total educational experience here at OMI. OMI cadets are provided frequent opportunities to participate in interscholastic and intramural individual and team athletic development activities and competition. In addition to fulfilling physical fitness goals, being involved in athletics provides cadets with opportunities to develop leadership skills and to

learn the ideals of fair play and ethical behavior necessary for competition and cooperation in our society. It also provides our students with the unique opportunities for self-discipline and self-sacrifice, as well as loyalty to the community, the Charter School, and the team.

Through the four pillars of academics, leadership, citizenship, and athletics, OMI prepares students for successful admission to college, completion of college, and entry into the adult world as leaders of character who make our world a better place, do the right thing, and treat others the way they want to be treated.

OMI Philosophy in Practice

All members of the OMI community have duties and responsibilities to ensure all cadets reach their potential. Below are the responsibilities and duties of OMI cadets and parents.

OMI Cadet Code of Honor

At Oakland Military Institute, cadets learn and behave by a code of conduct that will serve them well during their time at the Institute 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.

"A CADET IS RESPECTFUL AND WILL NOT LIE, CHEAT, OR STEAL, NOR TOLERATE THOSE WHO DO."

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.

OMI Cadet Creed

I am an Oakland Military Institute Cadet. I will always conduct myself to bring credit to my family, country, academy, and corps of cadets.
I am loyal and patriotic. I am the future of the United States of America.
I do not lie, cheat, or steal and will always be accountable for my actions and deeds.
I will work hard to improve my mind and strengthen my body.
I will seek the mantle of leadership and stand prepared to uphold the Constitution of the United States of America.

Duties of an OMI Cadet

- Learn and strive for academic excellence
- Set goals and work hard to achieve them
- Respect oneself and others
- Demonstrate integrity and good character
- Accept responsibility and the mantle of leadership
- Follow instructions
- Wear the uniform properly and with pride
- Use military courtesy
- Care for the OMI campus
- Work well as a member of teams
- Serve the Charter School and community
- Prepare for success in college
- Celebrate and take pride in success
- Be physically fit and active
- Get involved in school activities

Recommended Duties of an OMI Parent

- Ensure your child wears the correct and complete uniform daily and complies with all grooming and appearance standards.

- Promote daily, proper use of the school planner and check homework daily for completeness.
- Read the entire planner and act upon the weekly parent bulletin. Refer to the school calendar and website often in order to be up-to-date on important OMI events.
- Ensure your child attends school every day on time and misses class only for very serious reasons.
- Participate in Parent Advisory Council activities, including attending student-led conferences, general parent meetings, and other voluntary activities.
- Praise your cadet's achievements and celebrate triumphs.
- Communicate with teachers when you have questions and respond to contacts from the Charter School.
- Encourage your cadet to do the right thing always, treat others with respect, and make OMI a better place.
- Ensure your cadet attends and participates fully in academic support classes when assigned and takes those classes seriously.
- Help your cadet believe that attending a four-year college/university and postsecondary education is desirable and achievable.
- Communicate through your child's Tactical ("TAC") team any concerns or questions you may have.
- Ensure your child participates in athletics and other extra-curricular programs, and, as available, attend events your child is involved in (athletics, etc.).
- Require your child to adhere to the Cadet Code of Honor at all times.
- Ensure your child eats the healthy meals/snacks at Café OMI or has healthy food when at school.

The OMI Approach to Instruction
Model of Instruction: Direct Interactive Instruction

Direct Interactive Instruction ("DII") is a research-based instructional model that focuses on raising student achievement through explicit and deliberate use of academic time to maximize the student success rate. DII emphasizes the use of the standards and objectives as a teaching tool to set students up for successful mastery. It focuses on researched-based lesson stages with use of a variety of engaging teaching strategies, proactive classroom management, and an ongoing cycle of explicit feedback. At the heart of DII is the effective planning of lessons to promote the gradual release of learning from the teacher to the student.

OMIs implements DII through the lens of three core instructional values:

- All students can learn, just not in the same way or on the same day.
- Success breeds success.
- We (the adults) control the conditions of success.

Our instructional model adheres to these three values in every classroom in the Charter School. OMI teachers are trained in the delivery of DII and receive coaching throughout the year on effective planning and implementation of research proven successful strategies. These core values are continuously reinforced through OMI in-house PD as they guide us in our support of students. Every OMI staff member knows these core values and is introduced to them in the first week of their employment. In order to be successful at OMI, everyone must embrace these into their personal pedagogy and delivery of services to students that reflects theses believes. These are going to be added to the new staff evaluation tool, TeachBOOST to add a level of personal accountability for all members of staff.

OMI Instructional Strategies

OMI uses schoolwide instructional strategies to support the success of all students. The following list of strategies are used by teachers in all classrooms both military and traditional academics. These strategies are researched based with strong coloration with higher academic achievement. OMI provides ongoing training and support materials for instructors, which support the continued reinforcement of the skills students need to learn and the strategies they need to engage in to be college-ready by graduation.

- Clear modeling
- Use of graphic organizers
- Use of visuals
- Engaging multiple learning modes (kinesthetic, auditory, visual)
- SLANT to promote active listening
- Proximity
- Random Response
- Posted standards and objectives that students interact with at the beginning and throughout the lesson
- Think, Pair, Share
- Tickets out the Door
- Sentence Frames
- Explicit Feedback – Confirming and Corrective

Elements of Direct Interactive Instruction

The elements of effective direct interactive instruction are based in research and support OMI's goal of college-readiness by graduation. OMI teachers and trained in DII and have support through an instructional coach who guides them in the development of effective lesson planning, selection of instructional strategies best suited for their classes and students, meeting times as departments to create aligned sequencing of skills and knowledge and modeling effective teaching practices through the co-plan, co-teach cycles that allows teachers to work with their instructional coach to design and implement robust and rigorous curriculum.

- Academic Learning Time
    - The success rate for students increases through the effective use of the available time for instruction and rate of student engagement. In DII, there is no passive learning. Time is used explicitly to increase student achievement, which includes strong planning, effective use of engaging strategies, and proactive classroom management.
- Standards and Measurable Outcomes
    - To achieve comprehensive mastery of a standard, all objectives must be mastered.
    - The rate of mastery and the number of objectives a standard may reflect is a function of both the complexity of the standard and the aptitude, or learning rate, of the students.
    - Outcomes must be stated clearly, referenced at the beginning of and throughout the lesson by the teacher and students.
- Lesson Structure and Sequence.
  DII teachers' lesson/unit plans focus on the gradual release of responsibility for learning. DII keeps the end in mind when planning and delivering lessons.
    - What will the students learn?
    - What will the students do to demonstrate their learning?
    - What is the evidence of learning?

  DII lessons provide multiple opportunities for practice with regular checking for understanding.

Stages of a DII Lesson Plan

STAGE 1: Standards and Measurable Objectives and Access of Prior Knowledge
STAGE 2: Input and Model
- Teacher tells and does it. Students respond, watch, and listen.
- Ensure student engagement through continuous checking for evidence of understanding.

STAGE 3: Structured Practice

        - Teacher and students, do it together.

Repeat any element of stage 1, 2, 3, as needed for student achievement.

STAGE 4: Guided Practice

        - Students do it. Teacher monitors and supports.

STAGE 5: Independent Practice

        - Students do it. Teacher monitors.

STAGE 6: Assess Mastery

        - Review, Reteach, or Move Forward

- Student Engagement
    - The rate of student engagement is dependent on several factors, including motivation, level of concern about the importance of the present task, interest in a particular topic, perceived ability to learn, and fear of failure. The degree of success a student experiences during a lesson is ultimately the most important factor in Academic Learning Time. When a student is succeeding during a lesson and has ongoing knowledge of the results of that success, persistence will be strengthened, motivating a student to stay focused on a learning objective even when the learning is difficult.
    - There are multiple levels of communication and a variety of ways that teachers and students interact in order to increase student achievement:
        - **T** = Teacher
        - **G** = Small Group
        - **C** = Class
        - **S** = Students
    - Effective and explicit use of strategies
        - Use of effective questioning techniques
        - Holding students responsible for their learning
        - Providing explicit instruction/directions to students; students repetition of directions in a formative check for understanding
        - Providing instructional supports to maximize student achievement
            - Clear modeling
            - Use of graphic organizers
            - Use of visuals
            - Engaging multiple learning modes (kinesthetic, auditory, visual)
- Proactive Classroom Management
    - Proximity
    - Greeting students by name at the door
    - Creating a learning environment with purposeful routines and expectations are clearly defined and reinforced with students on a daily basis
- Gradual Release

    - Learning is best retained when responsibility is gradually shifted from the teacher to the student.
    - Engaging strategies are used to teach transferable skills to students to use in current and future learning.
    - Reviewing skills occurs often to support long-term retainment.
    - Structured classroom routines emphasizing personal responsibility for learning
- Achievement Focused Coaching Cycle
    - OMI teachers receive
    - Supportive in-class observations
    - Planning and co-teaching with experienced teachers
    - Peer modeling through observations of other teachers
    - Explicit feedback

DII has a positive impact on OMI teachers:

> As a teacher, I always practiced DII, but I never had it articulated in this way before. Before, I always modeled and made sure my students understood how to perform class activities, but DII made me pay more attention to the idea of controlled release particularly in the way that I articulated an objective and built them together to achieve overarching goals. DII is at its best when it requires teachers to study the sequencing of a lesson. By scaffolding and doing it first, teachers push away potential obstacles that might interfere with student achievement. DII done well means that students do not have excuses not to learn or perform at grade level. I became better at implementing DII when I analyzed a lesson and asked myself if I gave my students enough modeling, so that they can perform at the high standard I know they can reach.
>
> -Luis Garza; ELD Teacher

THE OMI ACADEMIC PROGRAM AND POLICIES

Oakland Military Institute College Preparatory Academy Curriculum Report

OMI Mission Statement:

The Oakland Military Institute College Preparatory Academy (OMI) develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics.

Introduction Statement:

The OMI's curriculum is in keeping with the California Common Core Standards, because the endeavor is to assist every OMI cadet to be college and/or career ready using Common Core standards to ensure their ability to read and understand various types of text confidently and

successfully, having the ability to assess high quality, fact-based information for academic, professional and personal inquiry.

OMI methods are teacher-driven taking in to consideration the possibilities of various learning styles, and strategies. Teachers use textbooks and materials dictated by the California Common Core Standards, as well as ancillary materials to augment the designated textbooks, workbooks, etc. In addition to the usual pillars of educational success, OMI has also included "Leadership of Character (LOC)" to assist the cadets in the areas of teamwork, professionalism and leadership.

Table 13

English	History	Math	Science
Pearson Common Core Literature 6th	Holt World History	Pearson Digits 6th	Earth Science
Pearson Common Core Literature 7th	Holt World History	Pearson Digits 7th	Pearson Focus on Physical Science 7th
Pearson Common Core Literature 8th	United States History: Independence to 1914	Pearson Algebra 1 Common Core	Pearson Focus on Life Science 8th
Pearson Common Core Literature 9th	World History Patterns of Interaction – Houghton Mifflin	Pearson Geometry Common Cofde	
Pearson Common Core Literature 10th	The Americans: Reconstruction to the 21st Century – McDougal Littel	Pearson Algebra 2 Common Core	
Pearson Common Core Literature The American Experience 11th	American History		

English	History	Math	Science
	Pearson - By the People: A History of the United States - AP		
Pearson Literature: An Literature to Reading and Writing 12th			
California State University Expository Reading and Writing 12th			
AP - Writing America: Language and Composition in Context			
			Essentials of Anatomy and Physiology
	Economics Concepts and Choices	Pre-calculus	Biology 10th
	Pearson AP Psychology 11th		Pearson AP Biology In Focus
			Prentice Hall Health
			Statistics 11th
			Holt Chemistry 11th
			Pearson AP Chemistry: the Central Science

Along with the textbooks listed above are workbooks to accompany them. There are a number of novels in class sets, e.g. The Giver, Half the Sky, Tuck Everlasting, and a selection of Shakespeare's plays. We also have textbooks and materials for French, Spanish and ESL students. The foreign language department here uses Bon dit and the Realidades series as well as novellas to supplement the daily textbook materials. The ESL uses the Visions series along with ancillary materials as the teacher sees fit. There are textbooks to cover the LOC classes, such as, The 7 Habits of Highly Effective Teens, The Leader in Me, 21 Indispensable Qualities of Leadership, Character: A guide for Middle Grade Students, and Foundations of Personal Fitness. All of the materials are chosen with the OMI Mission and goals being taken into consideration, and following the California Common Core Standards.

Instructional Minutes

OMI's academic calendar will be in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, 64,800 minutes for students in grades 6 -12. High school meets the minimum required instructional minutes 64,800 and our middle school exceeds the minimum minutes with 59,258.

OMI offers 189 school days for both middle and high school.

OMI is committed to ensuring that the entire OMI community is knowledgeable and has access to the programs and policies that direct the Charter School. OMI clearly articulates the academic program and policies to parents and students in the OMI handbook.

Technology

At OMI, we believe our challenge is to prepare students for a rapidly changing, information-centered world. We want our students to be motivated to continue life-long learning, to have access to new knowledge, and to work cooperatively with others. By themselves, even the most sophisticated technologies cannot improve learning or thinking. Rather, educators, aided by technology, can create learning environments that support higher order thinking and constructive learning.

The teachers at OMI are planning many opportunities for students to use technology as integrated parts of the regular curriculum. The Oakland Military Institute College Preparatory Academy is providing teachers with professional development in technology integration. OMI strives to become a 21st century model of best practices for enhancing student achievement.

OMI works to make students proficient at using technology to enhance learning. Currently, our technology use includes standard computer productivity software tools (word processing, spreadsheets, databases, and presentation software) and access to the information resources of the internet. Additional uses include access to an immense store of multimedia resources and original

source documents, available to both teachers for classroom use and students for their own use. Specialized instructional programs and online courses and resources are also used.

OMI has become a cell phone free campus, using yondr pouches, (www.yondr.com) to secure students' cell phones for the entirety of the day. The intention is to increase time on task and reduce distractions to learning.

Extra- and Co-Curricular Opportunities

OMI understands the value of extra- and co-curricular activities for students. These activities help with the personal growth of students, provide opportunities for students to build community with each other, and allow students to make important connections with/contributions to the larger community. The development and exploration of a variety of extra-curricular interests serves to cultivate the students' life-long learning skills such as citizenship, cooperation, and conflict resolution. OMI offers a range of clubs, evening social events, interscholastic sports, and intramural sports, supervised by teachers and parent volunteers. Driven by student interest, these activities may change from year to year. OMI is proud that a school the size of OMI can provide a appropriate range of extra- and co-curricular activities.

Community-Based and Service-Based Learning

OMI believes in the development of the civic and ethical dimensions within each student. OMI's community service requirement engages students in public service, inspiring responsibility and personal growth and motivating students to embrace issues of justice and civic responsibility. OMI is currently recognized by the Jefferson Awards as a model service learning school.

OMI also believes in the proven benefits of service learning. Consistent with the concepts espoused by the National Service-Learning Partnership, OMI believes service learning is a teaching method that engages young people in solving problems within their schools and communities as part of their academic studies or other types of intentional learning activity. OMI believes service learning helps students master important curriculum content by supporting their making meaningful connections between what they are studying and its many applications. Finally, OMI believes service learning helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic action.

OMI partners with NobleHour to track cadet community service during their entire educational experience with OMI. Cadets at OMI are required to fulfill Community Service Hours each school year. Middle School Cadets must complete 20 hours and High School must complete 40 hours each school year. This service is tracked using a computer system called Noble Hour. Students must log in to this system and track their hours. The hours are verified and approved by a staff

member. During the school year many opportunities for Community Service will be offered by OMI and advertised to the cadets. They are also encouraged to find their own community service opportunities outside of the school in their own communities. On Fridays at the After-School program for 6-9th graders, community service projects are done each week and the block is called The Noble Hour.

Counseling – Academic and College

OMI is a college preparatory school. The expectation is that all students will be seeking an academic education consistent with the desire to attend college. Based on our data, a significantly high percentage of our graduates attend college, with the largest percentage of these attending four-year public and private universities. The curriculum of OMI is structured to provide the academic depth and rigor needed to gain entry and succeed in college. In addition, the counseling function at OMI includes substantial assistance to students and their families regarding college admission. OMI has a most knowledgeable and capable counselor on staff and the relevant resources available, such as the OMI College Handbook. Students and their families are referred to CaliforniaCollege.edu as an additional college planning resource. The counselor provides all students and their families with assistance with college planning. OMI benefits students in this "college going" arena in many ways, including:

- Providing a small and appropriate high school setting and a seven-year program that allows the counselor to develop a deeper and more personalized relationship with students and their families
- The personalized attention possible in the small school setting and a seven-year program to better serve EL and students with disabilities
- Appropriate course selection (9-12) based on student interest, A-G readiness, and assessment data
- Supportive faculty who have expert knowledge regarding college readiness, A-G, SAT, and SAT II
- College admissions test preparation and registration
- Guidance through the college admissions process
- Financial aid information and application assistance
- A parent education program starting in the 6th grade that helps all families begin planning for college
- College information nights for students and parents, including campus visits from college admissions and financial aid professionals
- Expansion of PreSAT and SAT testing on campus for grades 8, 9, 10, and 11 at no cost to students.

Counseling – Personal and Social

In addition to college academic counseling, OMI assists all students in the areas of personal and social development. TAC Teams may provide preventative and developmental counseling to assist students with the life skills necessary to deal with academic, personal, and social challenges. TAC Teams and the counselor monitor and provide personal/social interventions as necessary. TAC Teams and the counseling staff also refer students to alcohol and drug prevention programs. The overall objective is to help students become productive, well-adjusted adults of tomorrow.

Western Association of Schools and Colleges Accreditation

OMI is accredited through the Western Association of Schools and Colleges, receiving in 2013 a six-year accreditation period. OMI's educational programs are consistent with the tenets of the Western Association of Schools and Colleges, including vision, purpose, governance, leadership, and resources. OMI's educational program includes standards-based curriculum, instruction and assessment, and accountability. OMI also includes support for student personal and academic growth. OMI's accreditation by the Western Association of Schools and Colleges ensures the eligibility of OMI's graduates for enrollment in the University of California.

Transferability

Parents will be notified, annually, in the "Class Tracker" that OMI courses required for graduation reflect college entrance requirements. In the event any student leave OMI prior to high school graduation, all high school course credit is transferable to other public high schools. A high school counselor will work closely with the student and his or her family to ensure they are aware of admission requirements, the student's status in relation to those requirements, and the impact a transfer may have toward meeting the requirements. The Charter School will prepare a transcript to accompany the student within thirty (30) days of withdrawal.

Academic Courses

All OMI cadets will participate in coursework stressing fundamental, core subjects. Cadets will attend courses in subject areas of language arts, mathematics, history, reading, science, foreign language, and Leaders of Character/physical education.

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.

Grades and Report Cards

Grades represent an assessment of the cadet's work and potential for success. They are devices for measuring and reporting progress and achievement. They aid cadets in determining their individual strengths and weaknesses, and they are incentives to greater academic growth. At the close of each semester, a report card is mailed home to parents. Cadets or parents who have a question 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 grades being issued. If the dispute is not resolved, the teacher and/or cadet/parent may appeal to the Superintendent or Designee who will make the final decision.

Academic Progress Reporting

Report cards are issued two times a year, once at the end of each school semester as designated on the school calendar. Progress reports are issued eight times a year, approximately every three weeks. All cadets will be issued a progress report that needs to be reviewed by the parent/guardian. The intention of progress reports is to ensure that all parents/guardians are aware of the cadet's progress. It is as important to know when a cadet is doing well as it is to know when and where improvement is needed. Progress reports are mailed home and parents are instructed to consult the school calendar so they know when to expect their cadet's progress report. If by any chance parents do not receive progress reports, they have been instructed to contact their cadet's teachers or TAC Team. Parents may also access their cadet's academic records at all times through the parent portal.

College Admissions Testing

SAT/PSAT: OMI requires all 10th grade cadets to take the PSAT and all 11th and 12th graders to take the SAT. OMI offers PSAT/SAT preparation classes and administers the exams on campus. OMI is piloting testing all OMI high school cadets on either the SAT or PSAT on SAT day.

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.

Each course has assignments that fall into either mastery or practice. Mastery assignments are worth 70% of the grade and practice assignments are worth 30% of the grade.

Table 14 provides examples of the types of assignments that fall into each category.

Table 14

Mastery of Standard 70% of Grade	**Practice 30% of Grade**
Tests	Homework
Quizzes	Classwork
Presentations	Journals/Notes
Mastery Research for projects/presentations/essays	Participation Participation must be based on a tool used to track cadet participation
Essays	Engagement Activities/Formative Assessments

Grades are based on the following grading scale. Please note that Ds are given from 67% - 69%. Anything below 67% will receive a failing grade of an F.

Table 15

Letter Grade	Percentage	Grade Point
A	90%+	4.00
B	80%-89%	3.00
C	70%-79%	2.00
D	67%-69%	1.00

Note: Advanced Placement (AP) courses are graded on the same scale but include a 1-point GPA bump. A grade of an A would earn a cadet 5.0 on the GPA scale.

Honor Roll

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

Table 16

Superintendent's List	GPA of 4.0 or better
Principal's List	GPA of 3.5-3.9
Commandant's List	GPA of 3.0-3.4

Academic Probation

Full commitment to academics is mandatory. Cadets must try their best, pursue a standard of excellence, and ask for teacher help when needed. Any cadet who receives a "D" at any grading period and/or has a GPA less than 2.0 may be placed on academic probation, assigned to tutoring, and lose eligibility for extracurricular activities until grades improve.
Consequences of academic probation may include any of the following:

- Conference with the Principal or Superintendent as requested
- Required parent – teacher conferences
- Special mentoring
- After-school enrichment
- Ineligibility for participation in extracurricular activities, athletics, non-academic field trips, and other activities
- Ineligibility for cadet promotions

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 missed assignments. In the event a cadet is

suspended from school, OMI may provide homework assignments that can be picked up at the school office for the duration of the suspension.

Grades 6-8: Promotion to the Next Grade Level

OMI is a college preparatory academy dedicated to academic excellence. In keeping with our commitment to rigorous academics and preparation for college, OMI requires that cadets demonstrate both academic success and motivation to achieve in order to be selected to continue to the next grade level. Cadets selected to attend the next grade level must receive passing grades in their courses. In OMI's Middle School, we believe that all cadets are capable of reaching skill levels that prepare them for success in high school and college. In keeping with this mission, cadets who do not meet current grade level skill expectations will be required to attend OMI's summer targeted skill-building classes. Upon successful completion of these classes, cadets will be better equipped to be successful in the next grade. Cadets earn five credits for each semester course passed. Cadets do not receive credit if they receive an 'F' in a course. Cadets deficient ten or more credits in any middle school year may be subject to retention, as are cadets who score below proficient on one or more subject areas on the California Assessment of Student Performance and Progress ("CAASPP").

Grades 9-12: Earning Credit Toward High School Graduation

There are minimum credit requirements that cadets must complete in order to graduate from OMI. Cadets must pass a course in order to receive credit for the course. These requirements also reflect the minimum A-G requirements that are the coursework necessary for admission into the University of California and California State University systems. The OMI high school graduation requirements are listed in table 17.

Table 17

Required Subjects	Credits
English (10 each in Grs 9-12)	40
Math (Alg I, Alg II & Geometry)	30
Lab Science (Physical Science and Life Science)	20
World History	10
US History	10
Government/ Economics	10
Language other than English	20
Visual/ Performing Arts	10
Electives	65
Leaders of Character	20
Physical Education	20
TOTAL	**260**

High School Status

To earn 10th grade standing, cadets must have completed 60 credits prior to enrollment for their 10th grade year. To have 11th grade standing, cadets must have completed 130 credits prior to enrollment for their 11th grade year. To have 12th grade standing, cadets must have completed 190 credits prior to enrollment for their 12th grade year. Cadets who do not have sufficient credits to advance to the next grade level are issued identification badges indicating the lower grade level. Cadets are eligible to participate in grade-level cadet activities based on their completed credits (e.g. junior or senior retreat, sophomore special events, etc.).

Special Populations

Preparing ALL Students for College and Careers

OMI has a high needs population and has appropriate intervention in place to support our special populations which include EL, students with disabilities, those below grade level, those above grade level and those students with trauma that impacts their ability to engage in their core academics.

OMI is committed to preparing each of our enthusiastic and capable students to succeed in college and the workplace, wherever their passions lead them. Our educational approach to support all our students and has high levels of impact on our special populations are built around our "Four Pillars for Success"—academics, leadership, citizenship, and athletics.

To guide students to success in each of these pillars, OMI and National Guard educators support our special populations by:

- Performs scaffolded classroom instruction in Military Science and Physical Education.
- Counsels cadets in academic, personal, behavior, college/career, social dimensions.
- Assesses and provide feedback to cadets on their progress.
- Training Assessment and Counseling ("TAC") Non-Commissioned Officers ("NCO") serve with TAC Officer partners and Company Support NCOs as a TAC team holding conferences for cadets struggling in any areas.
- Model a professional command team for the cadets.
- Trains and coaches the cadet chain of command to establish and sustain high unit standards and behavior essential to a cohesive, well-disciplined, and spirited company environment.
- TAC NCOs serve as mentors and guides to the cadet non-commissioned officers and cadets entrusted to their care.

Students are given the support they need to become college ready. Among seniors in 2017-18, 96% graduated when we include summer graduates. Among our graduates, 64% have already been

admitted to four-year colleges and universities, 15% enlisted in the armed forces, and 21% plan to enter community college or enter the work force.

Address Each Student's Challenges

Many of our students first enroll in OMI with skills far below grade level, based on both state and OMI assessments. As Figure 11 shows, 86% of new OMI students in grades 6 through 12 were reading at levels that are not on track for college or career. To track each student's progress throughout the year, we follow the initial reading assessment with reading assessments at the beginning of each school year, mid-year, and at the end of the school year. We are committed to improving student reading skills in preparation for the rigors of college and the workplace. One of the ways to meet the challenges our students come to us with is having a robust intervention program which includes our Citizenship program, our Restorative Justice program, appropriate academic interventions and instruction strategies proven to support students with a wide variety of needs and abilities.

Philosophy of the Citizenship Program

The Oakland Military Institute College Preparatory Academy believes that each young person wants to succeed and achieve to the greatest extent possible. Our mission is to train all cadets to be LEADERS OF CHARACTER, COMPETENCE, and PRESENCE.

- **Character** can be complex to define, but for our purposes, character is HOW cadets live out their core values. Character is demonstrated by how cadets treat themselves and others and live in the ever-changing and very demanding adult world.

- **Competence** is the ability to do your job well. While in school, a cadet's primary job is to do well in classes, but another important job is to do well in assigned leadership roles as cadet squad leaders, platoon-level leaders, company-level leaders, or battalion-level leaders.

- **Presence** is the way an individual look, acts, dresses, walks, and talks. Leaders of presence are immediately recognized as people others want to follow for all of the right reasons.

These three leadership characteristics embody our definition of a cadet with good citizenship.
We also believe that all persons, from time to time, make poor choices and must face consequences for those choices. It is our belief in the inherent goodness of people coupled with our awareness of the human condition that prompts us to provide a citizenship program that rewards positive choices and actions and that provides clear, fair, consistent, and appropriate consequences for poor choices and actions.

It is critical that cadets develop skills of self-discipline so that when cadets graduate from OMI, the character traits they have been taught at OMI can become lived reality in the adult world.
In human psychology, the theory of Behaviorism is present when a system of rewards and punishments is meted out to learners. The theories of Cognitive Psychology say that learners learn best by observing positive modeling by peers and caring adults. The theory of socio-cultural development says that learning is best accomplished by humans having meaningful interaction with peers and more knowledgeable adults who can shape a less-experienced learner's behavior by both modeling and counseling. The OMI Citizenship Program takes each of these theories and integrates them into a unified effort with four goals:

Goal 1: Cadets will experience positive modeling and counseling from peers, senior ranking cadets, and adult mentors.

Goal 2: Cadets receive rewards for positive choices that benefit the individual and the larger school community.

Goal 3: Cadets receive fair, consistent, and appropriate consequences for poor choices.

Goal 4: Cadets receive intensive, non-judgmental support to understand the value of self-discipline and to make necessary changes in behavior that result in success at school and in life.

Restorative Justice

POLICY STATEMENT: The Restorative Justice ("RJ") team will implement and institutionalize restorative practices throughout our campus. Restorative Justice is a theory of justice that emphasizes repairing the harm caused by misconduct. It is best accomplished through cooperative processes that allow all willing stakeholders to meet and discuss viable solutions that can lead to transformation of people, relationships, and communities. School-based restorative justice programs can offer a more equitable and respectful alternatives for dealing with disciplinary infractions. It also serves as a proactive strategy to create a culture of connectivity in which all members of the OMI community feel valued. Restorative Justice is a profoundly relational practice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities and to heal the harm to relationships as much as possible. Restorative Justice is a philosophy that will be applied in multiple contexts across the OMI environment, including classrooms, family mediations, workplaces, and altercations. RJ personnel will co-create circles and lectures based on OMI norms and beliefs. Many people mistakenly assume RJ is solely a conflict resolution process that comes into play after harm has occurred. Though school-based RJ offers a more equitable and respectful alternative for dealing with disciplinary infractions, our program also offers a proactive strategy to create a culture of connectivity in which all members of the school community participate. The OMI RJ program is strongly student based, developed

and led. RJ is NOT disciplinary action; it is an attempt to move from punitive to restorative practices. RJ will implement Tier one, two and three interventions throughout campus. See OMI's Citizenship, 2018-2019 RTI Interventions & Flowchart on page 57.

PROCEDURE: RJ is genuine because this form of citizenship is based on community influence that can be used to completely change a school climate. RJ provides a unique sense of student connection. Students play prominent roles in the program, creating a student-led environment. RJ staff is a neutral party that invests emotions and time into many disagreements throughout campus processes (mediation, harm reduction, re-entry, and community building). RJ staff is trained and experienced in community building, alternative forms of discipline, RJ reentry, and RJ trainings (Tiers I, II, and III). RJ will continuously train, coach, and provide technical assistance to site-based practitioners and parents. RJ uses a transfer process to coach and facilitate classroom circles with teachers and culture keepers (see policy for culture keeper for details). Not only does RJ handle mediations, but they also coordinate circles and other schoolwide restorative practices. RJ specializes in restorative interventions as alternatives to punitive discipline with the goal of helping students re-integrate into the school following an altercation or absence. OMI's goal is to implement a restorative culture that supports all Charter School stakeholders to shift their analysis of a problem from using exclusionary discipline tactics to support healing and accountability. Restorative Justice tasks and obligations will be outlined throughout the rest of this policy:

1. **Intervention:** Teachers are the first level of support and care for our cadets. Reasonable efforts shall be made to redirect a student's misconduct in a respectful manner. If the teacher has exercised all reasonable methods of redirection with no success, RJ will step in to try to repair the relationship.
2. **RJ Referral Form:** Teachers may complete the online RJ form in detail for students who neglect to correct their behaviors. RJ staff will process the referral and contact the teacher to confirm the referral was received.
3. **Removing Students from Class:** Teachers will use extension 3900 and request a cadet to be removed from class when the behavior is significantly disruptive to the classroom setting. Security or administrative staff will respond depending on the gravity of the situation. RJ staff should refrain from removing cadets from class.

Table 18 outlines the stages of progressive discipline at OMI

Table 18

STAGES OF PROGRESSIVE DISCIPLINE	
Level 1	Uncooperative/ Noncompliant Behavior
Level 2	Disorderly Behavior
Level 3	Disruptive Behavior
Level 4	Aggressive or Injurious/Harmful Behavior
Level 5	**Seriously Dangerous or Violent Behavior**

Table 19 provides the outline for the progressive discipline and the actions staff members should take on the continuum of infractions. Table 20 outlines the minor and major infractions as well as the possible consequences.

Table 19

OMI Citizenship, 2018-2019 RTI Interventions & Flowchart		
RTI Level	**Interventions** (This list is not exhaustive)	**Person(s) Responsible**
RTI 1: In the classroom - 80-85% of students	• Seat change • Individual conversation • Communication with parent(s) • Alternate assignments • Quiet time • Study/notes partner	• Teachers • Instructional assistants
If a student does not respond to RTI 1 interventions or has a crisis the classroom, teachers and staff are to do the following: • ***Call security*** to have the student escorted to the Dean's office. The Dean will meet with the student to assign appropriate consequences and next steps. If a suspension is warranted, the Dean will communicate with the appropriate Principal for nextsteps. • ***Do not call Restorative Justice.*** RJ will receive referrals from the Dean, the Care Teams, or the Principals. • If desired, communicate with the appropriate Principal for academic and/or classroom management support.		

RTI 2: Beyond the classroom - 5-10% of students	• Individual conversations • Communication with parent(s) • Community service • Restorative Justice activity participation • Group counseling • Short-term individual counseling	• Dean • Restorative Justice • Care Team 2 • Mental Health Services
If a student does not respond to RTI 2 interventions, s/he will be referred to a CT3 meeting, CST, or other services as suggested by the CT2 team.		
RTI 3: WRAP services - 1-10% of the students	• Assigned to a mentor / coach • Individual counseling / family counseling • CST • Special education referral • Connected to outside agency support	• Care Team 3 • Mental Health Services • Individual support providers • Outside agencies

Table 20

The purpose of this document is to provide an addendum to the Restorative Justice portion of the Oakland Military Institute Handbook (pp 34-36). This matrix is employed after teachers and the military cadre have exhausted the process outlined in the OMI Citizenship Flowchart RTI Interventions Flowchart. Violations should generally follow a teacher, restorative justice, military cadre, OMI senior staff Principals, and Superintendent) sequence with the Restorative Justice Team guiding and providing oversight of the process. Minor school violations and consequences will be the priority and domain of the military cadre at OMI while major school violations and consequences, particularly any suspension action, is the purview of the Middle and High School Principals. The Dean of Students provides oversight, coordination and tracking of the Restorative Justice program in support of the two principals. This matrix is not prescriptive in nature. The intent is to establish a baseline that allows equanimity and proportion to accommodate nuances and situational differences that inevitably are associated with different events.

MINOR SCHOOL VIOLATIONS AND CONSEQUENCES

Infractions	1st Infraction	2nd Infraction	3rd Infraction
Foul/Obscene Language	Counseling	Detention	Community Service (5-15 Hours)
Verbal Disrespect to others	Counseling	Detention	Community Service (5-15 Hours)
Defiance /Graffiti	Counseling	Detention	Community Service (5-15 Hours)
Class Disruption	Counseling	Detention	Community Service (5-15 Hours)
Refusal to attend class	Counseling	Detention	Community Service (5-15 Hours)
Uniform Violation	Counseling	Detention	Community Service (5-15 Hours)
Cell Phone Use	Confiscation (1 Day)	Parent Engagement	No Cell Phone on Campus
Horseplay	Counseling	Detention	Community Service (5-15 Hours)
Repetitive Rule Violation	Suspension (1-5 Days)	Suspension (3-5 Days)	Extended Suspension

MAJOR SCHOOL VIOLATIONS AND CONSEQUENCES

Offenses	1st Offense	2nd Offense	3rd Offense
Fighting or Assault	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Threatening Others	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Gang Activity	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Destruction of Property	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Possession of Drugs	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Sexual Assault	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Possession of Weapons	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing
Racial Slurs/Hate Speech	Suspension (1-5 Days)	Suspension (3-5 Days)	Recommend Discp. Hearing

DISCIPLINE OPTIONS

Counseling	Discussion of the misbehavior or rule infraction. Noted in Aries. RJ referral
Community Service	Written Contract, of goals and expectations.
Detention	Classroom, Lunch w/ Dean, HS Principal Thursdays after school.
Suspension	1-5 days away from campus w/school work.
Expulsion	Recommend Discp. Hearing

Special Education at OMI

Students with Disabilities

Introduction

The Special Education department at Oakland Military Institute is robust and provides powerful support to approximately 100 students with IEPs and 504 Plans. Staffing includes four education specialists, six instructional assistants, a part-time speech and language therapist, a wellness coordinator, mental health professionals in addition to a full-time school psychologist. In addition, the students and staff are supported by a special education coordinator and a director of climate and culture.

OMI recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the OUSD and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. OMI will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, OMI will comply with OUSD and SELPA guidelines and all California laws pertaining to students with disabilities.
The following description regarding how special education and related services will be provided and funded is being proposed by OMI for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). As long as OMI operates as a school of the OUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of OMI and the OUSD. The language that follows is not meant to preclude alternative arrangements between the OUSD and OMI as agreed upon in the MOU.

SELPA Affiliation

OMI is a local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") for the purposes of Special Education.

As an independent LEA for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, OMI follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying, assessing, and serving students who may qualify

for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

OMI will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. OMI agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

Child Find

OMI understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

OMI will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, OMI shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or OMI staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. OMI may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

OMI is an independent LEA for special education purposes, OMI is solely responsible for compliance with state and federal Child Find requirements. OMI shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. OMI’s internal method for referral for assessment will be through the Student Success Team (SST). A staff member, teacher or parent may request an SST at any time to begin the referral process. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that OMI receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. OMI shall respond to a written request for assessment within 15 days.

If OMI concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

OMI shall be solely responsible for conducting special education assessments deemed necessary and appropriate. The SPED coordinator and designated education specialists will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

OMI will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;

- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. OMI will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

OMI shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. OMI will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

OMI will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the

school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by OMI. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When OMI seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

OMI shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed multiple times a year of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, OMI will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

OMI will offer a comprehensive inclusion program that includes co-teaching, specialized individual tutoring, and extended day and year activities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, OMI will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New OMI Students

OMI shall comply with Education Code Section 56325 with regard to students transferring into the OMI within the academic school year.

OMI shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the OMI from another school within the same SELPA, OMI, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable

to those described in the existing approved IEP, unless parents/guardians and OMI agree to develop and implement a new IEP.

For students transferring to the OMI from another school within a different SELPA, OMI, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time OMI shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to OMI from a school outside of California, OMI shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until OMI conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by OMI, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

OMI will assume responsibility for special education staffing and service delivery. OMI will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. OMI shall ensure that all special education staff hired or contracted by OMI is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of OMI to employ at least one full time education specialist with a valid Special Education Credential, and one instructional assistant to work with no more than 28 students. The education specialists, along with the SPED coordinator and the director of climate and culture, will be the primary OMI representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.

Special Education Coordinator will have the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult regularly with the director of climate and culture to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and,

- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at OMI will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for OMI Staff

OMI administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OUSD and/or SELPA.

OMI shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

OMI, in collaboration with the SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from OMI of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the OMI SPED coordinator and education specialists. The SPED coordinator will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The SPED coordinator and education specialists will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP

will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at OMI must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. OMI will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. OMI shall work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

OMI acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of OMI's alleged failure to provide FAPE to students enrolled in the OMI. OMI may also initiate a due process hearing or request for mediation with respect to a student enrolled in OMI if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with OUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

OMI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OMI. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

OMI shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the OMI shall be accessible for all students with disabilities in accordance with the ADA.

OMI will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the wellness coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the

evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The wellness coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Supporting OMI's English Learners

OMI is committed to high levels of academic success for all students, including English Learners ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners. OMI meets all applicable legal requirements for ELs including, but not limited to annual notification to parents, student identification, placement, program options, and EL and core content instruction which are researched based, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. OMI implements policies to assure proper placement, evaluation, and communication regarding EL and the rights of students and parents.

The student population served by OMI has many EL students. OMI serves an EL population similar to that served by OUSD. Although OMI has been successful with EL students, a significant emphasis of the continual improvement/professional development plan is dedicated to improving and expanding our EL strategies. To ensure OMI has qualified staff to serve EL students, OMI seeks in the hiring process staff with the proper training and success with EL students. The experience OMI looks for includes a CLAD or BCLAD certificate, SDAIE training or other appropriate specialized training. OMI also provides training opportunities for staff, such as in EL strategies.

Home Language Survey

OMI administers the home language survey upon a student's initial enrollment. California Education Code contains legal requirements that direct schools to assess the English language proficiency of students who are acquiring English as a new language. This process begins with determining the language(s) spoken in the home of each student. Parents must respond to the home

language survey in order to assist in determining if a student's proficiency in English should be tested. This information is essential in order for OMI to provide adequate instructional programs and services.

EL Identification Process

After families have self-identified as having a language other than English in the home, their students transferring into OMI will be given the appropriate assessment based on an in-depth review of their cumulative files and CALPADS records. Based on a student's personal academic history, they are designated as one of the following:

- **English Learner**- A student who does not speak, read, write or understand English well as a result of English not being their home language as determined by assessments administered in a prior district.
- **Reclassified Fluent English Proficient**- Former EL student who has met multiple criteria adopted by a previous district that demonstrate an English language proficiency comparable to that of an average native English speaker.
- **Initial fluent English proficient**-A student whose initial English proficiency test results have identified them as fluent English proficient.
- **To be determined**-A student with no prior history in a California public school who needs to take an initial English proficiency assessment.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
  The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Assessment of grade-level achievement using an objective assessment instrument such as the ELA CAASPP in grades 6-8 and 11 and/or a Lexile assessment for all grade levels.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

Parental opinion and consultation will be initiated via notice to parents or guardians of the student going through the language reclassification and placement process. We encourage the participation of parents or guardians in the Charter School's reclassification procedure.

During the reclassification process, we compare the pupil's performance in basic skills against an empirically established range of performance levels and basic skills. (Based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English).

OMI's reclassification criteria is the following:

- Scoring Fluent English Proficient on the ELPAC
- Scoring a scale score of 2500 or higher on the ELA CAASPP or reading at grade-level on our local Lexile assessment.
- ELA and Math teachers of the reclassification candidate verify that any deficiency in class achievement is not caused by language.

OMI notifies all parents of its responsibility for reclassification.
In accordance with Title I and Title III we track our reclassified students through our student information system.

Strategies for Instruction and Intervention

OMI offers EL students English Language Development classes using **Structured English Immersion (SEI) model:** A classroom setting where English learners who have not yet acquired reasonable fluency in English receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

The ELD program at OMI uses a variety of strategies from different sources to compliment the curriculum, ***Visions*** by Cengage Learning. This year, the ELD department plans to adopt a new curriculum for our EL community. The current curriculum is designed to help students gain a practical understanding of English and its usage from the point of view of learners who are acquiring English as a new language. It promotes communication appropriate for a formal academic context.

The mission of the ELD department is to integrate CCSS-based instruction that empowers second language learners with the tools and language to better function in a mainstream classroom with their English native-speaking peers. Reading, writing and oral communication skills are highly stressed in order encourage students to participate in an academic context. We prepare students to take an active part in their learning experience in an atmosphere where they feel comfortable and secure in their efforts to express their opinions or ask questions. Our objectives are the following:

- Students will be engaged in activities that further their understanding in communication.
- Students will be able to make connections between their first language and English.
- Students will explore and celebrate the cultural diversity that exists in the world.
- Students will be familiarized with the tools necessary for learning, such as journal writing, reading for understanding, group discussions, creative writing, the integration of computer technology, and more.
- Students will be engaged in a classroom environment that promotes cooperative learning and critical thinking skills.
- Students will become effective communicators through group work, class discussions.
- Students will articulate what it means to be college and career ready.

Where remedial intervention or ELD is needed, OMI provides appropriate instruction and monitoring in an effort to bring the student up to grade level performance. Wherever appropriate, OMI keeps these students in classrooms of grade-level achievers, providing additional in-class support. During mandatory study halls and elective periods, these students receive one-on-one or small group tutoring as appropriate, using text and materials that complement their individualized exit strategy plans. To the extent permitted by law, it is OMI's intent to challenge all students, including those with special needs, in a rigorous college preparatory environment.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students Achieving Above Grade Level

In order to provide effective programs and curriculum for academically high achieving and gifted students, OMI offers a continuum of approaches and options that can meet a wide range of abilities,

interests, and learning styles. Teachers use a range of approaches to differentiate instruction in order to provide appropriate challenges for high achievers including individualized projects, such as the senior thesis and the oratorical speeches allow for high achieving students to find challenging opportunities.

OMI currently offers a middle school honor program. In addition, a variety of honors and AP courses are offered at the high school level. OMI added a significant number of electives in both the middle school and the high school levels including but not limited to: AP US History, French, Broadcast Journalism working with PBS, Criminal Justice, Forensic Psychology, Speech and Debate and a middle school electives wheel for engage them in 12 courses of students in a robust course of study in art, music and technology.

Students Achieving Below-Grade Level

OMI believes that educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential. We engage in early and ongoing assessment of students' grade levels and support those below grade level through lowering the teacher-student ratio in the middle school with the addition of instructional aids. We provide one-on-ones for IEP students who struggle to demonstrate appropriate grade level behavior. Using schoolwide instructional strategies with appropriate strategies that are reinforced in all classes supports these students to access the curriculum that is scaffolded for all learners. Strategies include the following:

OMI also provides multiple opportunities for tutoring and studying with support. Our military and athletic staff holds required study halls and tutoring session after school. OMI also has a robust system for identifying struggling students through our CARE team process, where any staff can recommend a student for interventions. The CARE team reviews the teacher/staff referral form and student data and creates a personalized intervention and support plan for each CARE referred cadet. These interventions include daily progress checks, restorative justice case management, Cadet Support Team meetings with parents, student and teachers, mental health counseling and/or being assigned a peer or community mentor.

At OMI, all students access the core curriculum. OMI evaluates the basic literacy and mathematics skills of all students when they enter OMI to assess academic strengths and deficiencies. A Study Skills and Academic Literacy course has been offered in the summer in past years and may continue to be used. Study Skills and Academic Literacy skills are also inculcated into the LOC courses. Students who enter OMI academically low achieving receive support services such as after-school tutoring and teacher assistance during free time. In addition, a variety of intervention strategies are used, including:

- Requiring students to use a schoolwide planner
- Academic support classes
- Cadet Success Team meetings
- Faculty mentors
- Daily progress checks
- Common formative assessments and expectations
- Staff conferences to review student progress
- Progress reports to parents
- A staff commitment to aid students
- After-school tutoring
- Teacher assistance
- Counseling/parent meetings
- Formal CSTs held to determine need for formal assessment for special education
- Special education classes to provide academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Cadet Study Team

OMI teachers or teams of teachers may identify a student in need of academic assistance at any time. The Director of Instruction monitors progress and ensures periodic reviews for all students during progress reporting times (every three weeks and at end of grading periods).

OMI is committed to working with students who are achieving below grade level to help them perform at expected levels.

OMI uses a system commonly known as a Student Study Team, known at OMI as a "CST," that uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The CST clarifies problems and concerns; develops strategies, organizes resources; provides a system for school accountability; and assists and counsels the parent, teacher, and student. A CST is a general education function. Many students can benefit from a CST, including students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to a CST for consideration to the CARE program using a standardized Google form to alert the CARE team to a student who needs extra support. Anyone who is connected with that student can be included in the CST to provide information about the student's strengths and concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, and law enforcement. After implementation of a CST plan and

follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the CST.

OMI identification and Parent Involvement of Students Above and Below Grade Level

OMI identifies students achieving above grade level and below grade level through assessments at the beginning of each school year. Students begin with a Lexile assessment then engage in local assessments in both ELA and mathematics. Through these diagnostics, OMI instructional staff are better able to differential and scaffold instruction to challenge students to reach their academic potential as well as create appropriate Positive parent communication from teachers is supported by OMI's leadership, with the principal taking the lead on maintaining accountability for parent communication.

OMI uses a student information system that tracks positive and corrective communications with parents. Parents can also access OMI's student information system 24 hours

ELEMENTS 2 AND 3

MEASURABLE STUDENT OUTCOMES

METHOD FOR METHODS OF ASSESSING PUPIL PROGRESS TOWARD MEETING OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

Education Code Section 47605(b)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."

Education Code Section 47605(b)(5)(C)

Element 2

DRL: "In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

[CHARTER SCHOOL]'s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:"

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

DRL: "[By July 1, 2015, and annually thereafter]: [CHARTER SCHOOL] shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*

- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."*

DRL: "Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- *The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*

- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*

- *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter."*

Element 3

DRL: "Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, [CHARTER SCHOOL] will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."

DRL: "If [CHARTER SCHOOL] does not test with the District, [CHARTER SCHOOL] hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."

OMI meets all statewide standards and conducts the pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statue or pupil assessments applicable to pupils in non-charter public schools.

OMI outcomes are aligned with the mission, curriculum, and assessment of the Charter School. The OMI program is designed to help all students achieve a high level of academic success and be prepared for entry in University of California and other selective public and private universities and colleges. Students demonstrate core academic and lifelong learning skills, which have been developed to align with the State Standards. The assessment methods used are those required by state or federal law, those required by external agencies (e.g., College Board), and those created/adopted by OMI.

OMI also measures the progress of subgroups. Consistent with federal and state law, OMI participates in the review of the progress of students with disabilities according to their Individualized Education Program or their 504 plans. Also consistent with Federal law, OMI monitors the progress of all EL students. OMI also ensures that any modifications and accommodations required for standardized tests under IDEA and 504 are implemented.

Some desired pupil outcomes are objectively measurable. For OMI, these include acquiring the knowledge specified in the CCSS, taking and passing AP/CIE exams or community college courses in appropriate subjects, and taking and passing the classes necessary to be eligible for admission to the UC (A-G courses). Our primary long-term measurable goal in all four categories is that OMI will compare favorably with top public and private schools in the US.

Progress is measured also by classroom teachers in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress is reported on a regular basis to parents and students and report cards each quarter.

Measurable Pupil Outcomes

OMI has adopted the OUSD Collective MPO's. Table 21 demonstrates the metrics for continuous improvement, schoolwide and for numerically significant subgroups, over the course of our charter petition. These collective MPO's are aligned with our school goals and priorities.

Table 21

Collective Measurable Pupil Outcomes (MPOs)			
#	**MPO**	**Amount 1 Each year**	**Amount 2 In 5 years**
1	By the end of the charter term, increase* the% of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least **[Amount 1]**% or achieve a level of **[Amount 2]**%.	3%	48%
2	By the end of the charter term, for each numerically significant student subgroup**, increase* the% of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least **[Amount 1]**% or achieve a level of **[Amount 2]**%.	-	-
	Native American Asian or Alaska Native		
	Asian	3%	70%
	Hispanic or Latino	3%	43%
	African American	3%	45%
	English Learners	3%	21%
	Economically Disadvantaged	4%	52%
3	By the end of the charter term, increase* the% of students scoring level 3 or level 4 on the Math portion of the SBAC by at least **[Amount 1]**% or achieve a level of **[Amount 2]**%.	3%	32%
4	By the end of the charter term, for each numerically significant student subgroup**, increase* the% of students scoring level 3 or level 4 on the Math portion of the SBAC by at least **[Amount 1]**% or achieve a level of **[Amount 2]**%.	-	-
	Native American Asian or Alaska Native		
	Asian	3%	67%
	Hispanic or Latino	4%	28%
	African American	4%	30%
	English Learners	3%	16%
	Economically Disadvantaged	5%	25%

5	Each year, **[Amount 1]**% of students will increase **[Amount 2]** on the **[ELA/Reading Assessment identified below]** or achieve proficiency.***	65%	ATOS/Lexile 1.3/50
	ELA/Reading Assessment:		
6	Each year, for each numerically significant student subgroup**, **[Amount 1]**% of students will increase **[Amount 2]** on the **[ELA/Reading Assessment identified in MPO #5]** or achieve proficiency.***	-	-
	Native American Asian or Alaska Native		
	Asian	75%	1.3/50
	Hispanic or Latino	65%	1.3/50
	African American	65%	1.3/50
	English Learners	55%	1.3/50
	Economically Disadvantaged	65%	1.3/50
7	Each year, **[Amount]**% of ELs will improve one overall proficiency level on the CELDT/ELPAC.	60%	
8	Each year, have less than **[Amount]**% of students absent more than 10% of the school days (chronic absence).	4%	
9	Each year, for each numerically significant student subgroup**, have less than **[Amount]**% of students absent more than 10% of the school days (chronic absence).	-	
	Native American Asian or Alaska Native		
	Asian	<1%	
	Hispanic or Latino	5%	
	African American	2%	
	English Learners	4%	
	Economically Disadvantaged	7%	
10	Each year, at least **[Amount]**% of both students and families positively rate school safety.	70%	
	Student Survey Question: *Family Survey Question:*		
11	Each year, at least **[Amount]**% of both students and families positively rate academic instruction.	Score of 3.75 or above on SCAII survey	

	Student Survey Question: Rating of 1nstructional methods, learning and culture in classes on multiple questions *Family Survey Question: Rating of 1nstructional methods, learning and culture in classes on multiple questions*	
12	Each year, at least **[Amount]**% of both students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Score of 3.75 or above on SCAII survey
	Student Survey Question: Rating on student voice being respected in school on multiple questions *Family Survey Question: Rating on family voice being respected in school on multiple questions*	
13	***(HS only)*** Each year, achieve a High School cohort graduation rate of at least **[Amount]**.	>93%
14	***(HS only)*** Each year, for each numerically significant student subgroup**, achieve a High School cohort graduation rate of at least **[Amount]**.	-
	Asian	100%
	Hispanic or Latino	100%
	African American	100%
	English Learners	92%
	Economically Disadvantaged	98%

Update on Previous Charter Terms Goals, Actions and Outcomes

Table 22 outlines OMI's data updates for the previous charters goals, actions and outcomes for each state priority level.

Table 22

ANNUAL GOALS AND ACTIONS AND THE STATE PRIORITIES

Annual School Goals

The primary goal of OMI is to prepare cadets successfully to enter the world of college and career. Students will engage in a core academic curriculum that is A- G compliant and meets CCSS, Next Generation Science Standards ("NGSS"), English Language Development Standards ("ELD") and remaining State Content Standards (collectively referred to herein as "State Standards") and Oakland Unified School District requirements for charter schools. The academic curriculum focuses on building strong academic skills across subject areas, strong content area knowledge, physical fitness, and leadership and character education, as well as providing access to a diverse range of elective choices for all students.

OMI's student goals are designed to align with the Charter School's mission, curriculum, and assessment, the State Standards for courses offered at OMI, as well as the eight state priorities called for in Local Control and Accountability Plans. Specific goals, actions and outcomes are listed in Elements 2 and 3, below, and embedded in the District required language, above. Please see the section "Measurable Student Outcomes and Goals Aligned to State Priorities" in Elements 2 and 3 of the charter for a reasonably comprehensive description of OMI's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii)

Goals, actions, and outcomes, aligned to the State Priorities, are also addressed in OMI's current LCAP which is on file with the District and is also attached as Appendix B. OMI shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. OMI reserves the right to establish additional and/or amend school-specific priorities, goals and corresponding actions throughout the duration of the charter through the annual LCAP update. OMI shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33
OMI has set three overarching goals in its LCAP that drive OMI's student outcomes. These goals are designed to align with the Charter School's mission, curriculum, and assessment, the State Standards for courses offered at OMI, as well as the eight state priorities called for in Local Control and Accountability Plans.

Goals, actions, and outcomes, aligned to the State Priorities, are addressed in OMI's current LCAP which is on file with the District and is also attached as Appendix B. OMI shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. OMI reserves the right to establish

additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. OMI shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33

OMI has established the following goals and measures of student achievement to ensure that we meet our mission and that we meet federal and state goals for all subgroups attending our school. OMI will continue to examine and refine its student and school outcomes over time to reflect the Charter School's mission and any changes to state or federal requirements.

Methods to Measure Pupil Outcomes

OMI employs a variety of assessments so that we can better meet student needs. We use data derived from high-stakes state tests and other local assessments to prepare students for college and careers.

Use and Reporting of Data

Assessments are used to inform OMI regarding the mastery of content by students, the effectiveness of instruction, and the need for additional and/or different instruction. This use of assessment data occurs on four levels. The first level is to assist OMI to identify the progress of individual students, providing the opportunity to identify individual students who are making appropriate progress, those who are not, and those who are excelling. Using this information, teachers and the counseling staff can provide specific assistance to each student as needed. This includes counseling students on accelerated/enriched learning opportunities. Students needing extra assistance and/or time also have several resources available to them. Teachers offer "drop in" as well as scheduled assistance. OMI offers a tutorial program, staffed by qualified teachers, sometimes enhanced by college students. Students seeking more rigorous academic work are encouraged to accelerate to a higher-level course offered by OMI and may also be encouraged to take courses at local universities.

The second level for the use of assessment data is to identify situations during the school year in which groups of students are not meeting expectations in a specific class, course, or subject area. Teachers and/or departments use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings.

The third level for the use of assessment data is to evaluate and continually improve the educational program through a review of curriculum, instruction, and evaluation. For example, assessment results that show a broad lack of mastery in a specific topic or skill trigger an evaluation by

teachers, a department, or the entire school of what is taught, what resources are available to teach it, how it is being taught, and the most appropriate manner to re-teach that specific content area.

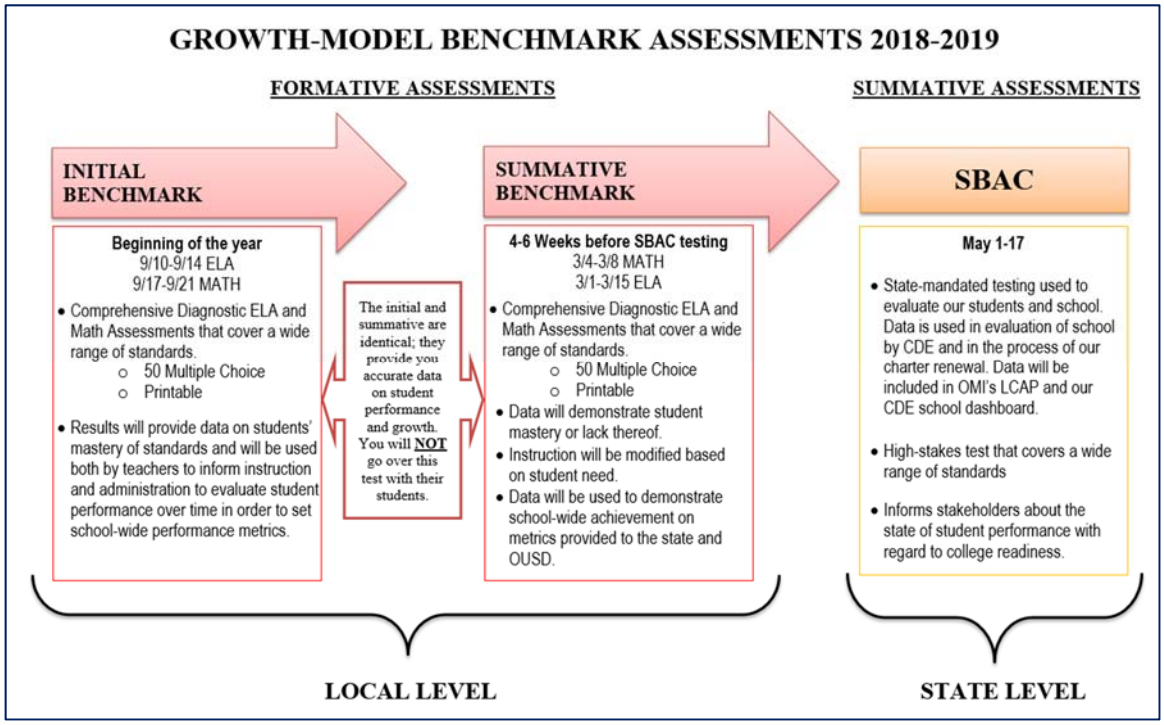
OMI Assessment Matrix, Table 23, demonstrates the types of assessments, grade level and frequency.

Table 23

SUBJECT	GRADE LEVELS	ASSESSMENT	ANNUAL FREQUENCY
ELA	6-12	Standards-based Benchmarks	2x
MATH	6-12	Standards-based Benchmarks	2x
ELA	6-12	NEWSELA Lexile Reading Skill Check	3x
ELA/MATH	8-9	PSAT 8/9	1x
ELA/MATH	10	PSAT	1x
ELA/MATH	11-12	SAT School Day	1x
All	6-12	Semester Finals	2x
ELD	6-12	ELPAC Summative Assessment	1x
ELA MATH SCIENCE HISTORY SPANISH	9-12	AP Testing	1x
ELA	6-8, 11	CAASPP Testing	1x
MATH	6-8, 11	CAASPP Testing	1x
SCIENCE	8 and 10 or 11	CAST Testing	1x
PHYSICAL FITNESS	7 AND 9	FITNESSGRAM	1x

- We administer local benchmark assessments created from an assessment program called Mastery Connect. With these tests, we gather and analyze standard-level data to inform teachers about how they can adapt instruction. Figure 6 below outlines the local assessment benchmark assessments for the 2018 – 2019 school year.

Figure 6



- This year, we began using the content platform Newsela, so we can identify students' Lexile levels. We can identify struggling students and create interventions around literacy.
- We also contract with College Board using AP and SAT suite of assessments. We value preparing our students for college by giving them multiple exposures to tests based on the SAT. With a better SAT score, they can improve their options for colleges.

OMI's Charter School Priorities

OMI three overarching goals to guide us in our next charter term and to support alignment of our measurable pupil outcomes, and charter goals are the following:

1. OMI will provide high quality classroom instruction and curriculum that promotes college and career readiness and demonstrates gains in LEXILE growth for every cadet. OMI has interventions in place to eliminate academic barriers to student success.
2. OMI will ensure a safe, welcoming and inclusive climate for all staff, cadets and families where cadets can engage in a course of study that offers opportunities to build academic self-esteem, develop college and career readiness skills as they develop their social and emotional intelligence.

3. OMI will provide professional development for all staff that is a regular and ongoing process. Professional development will address the areas of academic rigor, Direct Interactive Instruction, mental health awareness, college and career readiness and safe school culture. It will aim to provide well-rounded support and training for all staff in order to create a continued culture of success for cadets.

STATE PRIORITY #1: "The degree to which the teachers of the [Charter School] are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the [Charter School] has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and [Charter] [S]chool facilities are maintained in good repair, as defined in subdivision (d) of Section 17002." (Education Code Section 52060(d)(1).)

OMI GOAL #1: OMI teachers will be appropriately assigned and fully credentialed in the subject areas, and for the cadets they are teaching. Every cadet at OMI will have sufficient access to standards-aligned instructional material. OMI facilities will be maintained in good repair.

ACTIONS TO ADDRESS GOAL #1:

- OMI will analyze retention rates of staff, conduct staff surveys to evaluate moral and staff needs, develop an exit interview protocol to develop a staff retention program.
- OMI has adopted two-year staff contracts to support teacher retention.
- OMI has revised its salary scale to increase opportunities for routine raises based on satisfactory performance evaluations.

MEASURABLE OUTCOMES FOR GOAL #1:

- 100% of teachers will be fully credentialed for all teaching assignments.
- 100% of students will have in-school and at-home access to standards-aligned instructional materials.
- 100% of the Charter School's facility components will be maintained in good repair.

STATE PRIORITY #2: "Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or Section 60811.4, for purposes of gaining academic content knowledge and English language proficiency." (Education Code Section 52060(d)(2).)

OMI Goal #2: OMI will implement the academic content and performance standards adopted by the state board. OMI will offer programs and services that will enable English learners to

access the common core academic content standards for purposes of gaining academic content knowledge and English language proficiency.

ACTIONS TO ADDRESS GOAL #2:

- OMI has adopted curriculum materials aligned with the CCSS.
- All academic courses will create curriculum guides and scope and sequences that align with the CCSS and include specific measures to meet the needs of English learners and all other numerically significant subgroups.
- Robust professional development will be provided to all teachers on CCSS implementation and strategies to support ELs and all other numerically significant subgroups.

MEASURABLE OUTCOMES FOR GOAL #2:

- OMI will implement the academic content and performance standards adopted by the state board in 100% of courses that have standards adopted by the state board.
- OMI will offer programs and services to 100% of English Learners designed to enable English Learners to access the common core academic content standards for purposes of gaining academic content knowledge and English language proficiency.
- 100% of OMI courses in Math and ELA/ELD will have curriculum guides/maps developed and implemented by the end of summer 2019.

STATE PRIORITY #3: "Parental involvement, including efforts the [Charter School] makes to seek parent input in making decisions for the [Charter School], and including how the [Charter School] will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs." ((Education Code Section 52060(d)(3).

OMI GOAL #3: OMI will make efforts to seek parent input in making decisions for the Charter School. OMI will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

ACTIONS TO ADDRESS GOAL #3:

- OMI will continue its numerous efforts and strategies to involve 100% of parents which includes an adopted communications plan and the hiring of a parent liaison.
- OMI will make efforts to reach 100% of parents to seek parent input in making decisions for the Charter School
- OMI will promote parental participation in programs for 100% of unduplicated pupils and individuals with exceptional needs.

MEASURABLE OUTCOMES FOR GOAL #3:

- At least 20 parents will be represented at all Parent Cadet Alliance meetings and at least ten parents will attend each School Site Council meeting by effective use of OMI's

communication plan which includes using the loop communication portal to email, text, and call every OMI parent/guardian.

STATE PRIORITY #4: "Pupil achievement, as measured by all of the following, as applicable:" (Education Code Section 52060(d)(4).)

"Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board." (Education Code Section 52060(d)(4)(A).)

"The percentage of pupils 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 that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692." (Education Code Section 52060(d)(4)(B).)

"The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board." (Education Code Section 52060(d)(4)(C).)

"The English learner reclassification rate." (Education Code Section 52060(d)(4)(D).)

"The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher." (Education Code Section 52060(d)(4)(E).)

"The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness." (Education Code Section 52060(d)(4)(F).)

OMI GOAL #4: OMI will ensure that all OMI cadets, including all cadets in all numerically significant subgroups, achieve academically, as evidenced by:

- Statewide Assessments
- The percentage of cadets 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
- The percentage of English learner cadets who make progress toward English proficiency
- The English learner reclassification rate.

- The percentage of cadets who have passed an advanced placement examination with a score of 3 or higher.
- The percentage of pupils who participate in and demonstrate college preparedness

ACTIONS TO ADDRESS GOAL #4:

- ∉ Standards-based and aligned curricula in all classes
- ∉ Regular benchmark (interim) and Lexile assessments (at least three times a year), aligned to the standards, which are analyzed and become the basis for action plans to improve teaching and learning
- ∉ Extensive student support structures including middle school instructional assistants, before and after school tutoring, teacher office hours, summer school, summer bridge classes, online courses for remediation, and extensive RTI to support cadet achievement.
- ∉ Extensive faculty professional development, focusing on how to best support ALL students to achieve proficiency using the Direct Interactive Instruction model.
- ∉ OMI has hired a dual enrollment specialist to expand OMI's offering of onsite college courses and to support student enrollment in courses on community college campuses.
- ∉ OMI provides on-site afterschool SAT preparation courses
- ∉ A college and alumni outreach coordinated plan to support OMI alumni through college graduation and entry into the work force

MEASURABLE OUTCOMES FOR GOAL #4:

- By the end of the charter term OMI will increase the percentage of students scoring 3 or 4 on the ELA and math portion of the SBAC by 15%.
- OMI cadets will improve their Lexile score by an average of 60+ points over one year of instruction
- Increase The percentage of cadets who complete the A - G requirements by 5%, which includes each numerically significant subgroup.
- 95% of high school seniors will complete their Expository Reading and Writing Course Senior thesis with a grade of a 70% or better
- At least 50% of students will be "ready" and at least 75% will be "ready or conditionally ready" for college English as measured by their Lexile score and math as measured by their course benchmark exams.
- At least 50% of graduating seniors will have taken and earned a grade of 3 or better and/or one community college UC/CSU transferable course, and at least 25% of graduating seniors will have taken and passed at least two AP exams or two community college UC/CSU transferable courses prior to graduation.

STATE PRIORITY #5: "Pupil engagement, as measured by all of the following, as applicable:" (Education Code Section 52060(d)(5).)

A. "School attendance rates." (Education Code Section 52060(d)(5)(A).)

B. "Chronic absenteeism rates." (Education Code Section 52060(d)(5)(B).)
C. "Middle school dropout rates." (Education Code Section 52060(d)(5)(C).)

OMI GOAL #5: OMI will ensure that all OMI cadets, including all cadets in all numerically significant subgroups, are engaged in the Charter School as evidenced by:

A. School attendance rates.
B. Chronic absenteeism rates.
C. Middle school dropout rates.
D. High school dropout rates.
E. High school graduation rates.

ACTIONS TO ADDRESS GOAL #5:

- Attendance incentives
- Effective SART/SARB protocols
- Dropout prevention and recovery efforts
- Graduation persistence efforts

MEASURABLE OUTCOMES FOR GOAL #5:

- Each year OMI will have less than 4% of students absent more that 10% of the school days.
- OMI will maintain an attendance rate of greater than 95% for all cadets including numerically significant subgroups
- OMI will reduce its dropout rate to 0% by the end of the charter term for all cadets including numerically significant subgroups at the middle school and high school level
- OMI will maintain an on-time graduation rate of 90% and above and a summer graduation rate of 100% for all students including numerically significant subgroups

STATE PRIORITY #6: "School climate, as measured by all of the following, as applicable:" (Education Code Section 52060(d)(6).)

A. "Pupil suspension rates." (Education Code Section 52060(d)(6)(A).)
B. "Pupil expulsion rates." (Education Code Section 52060(d)(6)(B).)
C. "Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness." (Education Code Section 52060(d)(6)(C).)

OMI GOAL #6: OMI will ensure that all OMI provides a positive school climate for all cadets, including all students in all numerically significant subgroups, as evidenced by:

A. Cadet suspension rates.
B. Cadet expulsion rates.
C. Surveys of cadets, parents, and teachers on the sense of safety and school connectedness.

ACTIONS TO ADDRESS GOAL #6:

- Implementation of enhanced effective entrance camp strategies to help students identify school culture expectations.
- Continued implementation of OMI's communication plan using loop system of parent/guardian contact and expansion of staff contacting home.
- Implementation of restorative justice as alternative to suspension and expulsion
- Strong SART and SARB protocols
- Implementation of the Charter School's master facility plan, which includes safety and security enhancements, including the installation of security cameras campus wide.
- Continuation of robust student mental and social health services.
- OMI has hired a Director of Climate and Culture to monitor and support a strong OMI culture.
- Improved student, staff, and parent schedule of surveys
- Use of research validated SCAII survey.

MEASURABLE OUTCOMES FOR GOAL #6:

- OMI will maintain an expulsion rate of <1%
- OMI will reduce the number of suspensions by 5%
- OMI will maintain a low chronic absenteeism rate of less than <5%
- OMI will improve its school culture and climate rating on the SCAAI survey by 1 point
- OMI will maintain a low drop-out rate and decrease drop-outs to 0%

STATE PRIORITY #7: "Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness." (Education Code Section 52060(d)(6)(C).)

OMI GOAL #7: OMI will ensure that all OMI cadets, including all cadets in all numerically significant subgroups, have access to, and are enrolled in, a broad course of study. OMI will ensure programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these cadets.

ACTIONS TO ADDRESS GOAL #7:

- OMI will offer to 100% of OMI cadets, and 100% of OMI cadets in each numerically significant subgroup, a broad course of study including courses in each of the following: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Applied Arts
- OMI has expanded its course offers in the areas of electives for both high school and middle school as well as adding CTE courses, dual enrollment courses, and added additional foreign language courses. OMI will continue to expand its offerings of A – G courses for high school and enrichment course for middle school.

MEASURABLE OUTCOMES FOR GOAL #7:

- OMI will increase the A – G completion rate by 5%
- OMI will continue to offer an A – G education to 100% of students
- OMI will increase its offering of electives by 3 classes

STATE PRIORITY #8: "The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03." (Education Code Section 52060(d)(7).)

OMI GOAL #8: OMI will ensure that OMI cadets meet or exceed the cadet outcomes in each of the following: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Applied Arts.

ACTIONS TO ADDRESS GOAL #8:

- Continue to provide a robust leadership development program through the California Cadet Corps curriculum and membership.
- Continue to provide a robust athletic program through intramurals and interscholastic sports for all cadets.
- Continue to provide a robust citizenship program through community service opportunities using NobleHour and quality character education curricula through Leaders of Character courses.

MEASURABLE OUTCOMES FOR GOAL #8:

- OMI will attain a Superior rating on each Annual General Inspection of the California Cadet Corps.
- OMI will have a 75% or greater pass rate on California Cadet Corps promotion tests.
- OMI's students will perform a minimum of 10,000 community service hours annually.
- At least 75% of students and parents will report satisfaction with the Charter School academic program.
- At least 75% of students and parents will report satisfaction with school safety.
- At least 75% of both students and families positively rate their voice in school decision-making and/or opportunity for feedback.

OMI GOAL #9: OMI will be fiscally sound and well governed.

ACTIONS TO ADDRESS GOAL #9:

- Maintain a balanced budget.

- Maintain a reserve for economic uncertainty of at least $2,000,000
- Update the Charter School's governing board bylaws as appropriate.
- Continue quality board oversight of Charter School metrics.
- Continue focus on 100% compliance with applicable laws and regulations.
- Implement the adopted Master Facility Plan.

MEASURABLE OUTCOMES FOR GOAL #9:

- OMI will have a balanced budget each year of the charter renewal.
- OMI will maintain a reserve for economic uncertainty of at least $2,000,000 by the end of the charter renewal period.
- The Charter School's governing board bylaws will be updated at least once during the term of the charter.
- A report on the metric outlined in the above priorities will be published annually.
- A majority of the adopted Master Facility Plan will be implemented by the end of the charter renewal term.

ELEMENT 4

GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."

Education Code Section 47605(b)(5)(D)

DRL: "As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Charter School through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

DRL: "[CHARTER SCHOOL] acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including [CHARTER SCHOOL] to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at [CHARTER SCHOOL] and of the District. [CHARTER SCHOOL] further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that [CHARTER SCHOOL] does not have that [CHARTER SCHOOL] needs in

order to meet its obligations, the District shall provide the same to [CHARTER SCHOOL] in a reasonably timely manner upon request under Education Code section 47604.3."

DRL: "[CHARTER SCHOOL] will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

DRL: "[CHARTER SCHOOL] in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. [CHARTER SCHOOL] acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of [CHARTER SCHOOL] it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions."

DRL: "Members of [CHARTER SCHOOL]'s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

[CHARTER SCHOOL] and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

DRL: "To the extent that [CHARTER SCHOOL] is a recipient of federal funds, including federal Title I, Part A funds, [CHARTER SCHOOL] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. [CHARTER SCHOOL] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs. [CHARTER SCHOOL] also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."

Non-Profit Public Benefit Corporation

OMI has constituted itself as a California non-profit public benefit corporation pursuant to California law and has had its 501(c)(3) tax-exempt status recognized by the Internal Revenue

Service. OMI is governed pursuant to its adopted bylaws, as subsequently amended from time to time, which are consistent with this Charter.

OMI operates autonomously from the chartering agency, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the chartering agency and OMI. Pursuant to California Education Code Section 47604(c), the chartering agency will not be liable for the debts and obligations of OMI, or for claims arising from the performance of acts, errors, or omissions by OMI as long as the chartering agency has complied with all oversight responsibilities required by law.

Managerial Expertise/Executive Team

OMI benefits from educational, administrative, and fiscal systems and procedures already in place as well as from its experienced and proactive staff. OMI is currently under the leadership of OMI Superintendent Johnna Concannon Grell, Middle School Principal Cesley Frost, High School Principal Toniesha Webb, Director of Academic Performance Katherine DeVinna, Director of Human Resources Sonja Noble, Director of Climate and Culture Corinne Christiansen, Career Pathways and Grants Manager Rona Zollinger, Ph.D, Director of Marketing and Communications Jocelyn Zylstra, Chief Finacial Officer, Gary Charles, and Commandant of Cadets Colonel Peter Cross

Oakland Military Institute's Leadership Team

Superintendent: During her fifteen-year tenure at OMI, Johnna Grell earned her National Board Certification in English and taught middle school through 9th grade English and English as a second language, earned an administrative credential at Cal State East Bay, and served as principal for one year before being selected by the Board and Governor Brown as the school's Superintendent. In this role, she is overseeing a staff of 109. The best part about her job, Grell says, is working with students and playing a part in setting them on a path for success. "Success doesn't necessarily depend on where you come from, or what skills you are born with. It depends on your passion and your commitment to be the best version of yourself." Grell continues, "What we are trying to do here is meet students where they are, give them the tools they need, and offer them opportunities they wouldn't otherwise have so they can be that best version." The Charter School's motto "Age Quod Agis," Latin for "Do well whatever you do," reminds students of the importance of striving for excellence in their personal, academic, and professional lives.

Commandant: Colonel Peter Cross was assigned as the Commandant of the Oakland Military Institute in August 2018. He received his commission from UC Berkeley in 1989. His 31-year career, all as a Military Police Officer, has included command at the Company, Battalion, and Brigade levels. Colonel Cross has been deployed to Iraq three times and once to Afghanistan. He

holds a Master of Arts degree in Strategic Studies from the United States Army War College. Peter, who reports directly to the Superintendent, feels this is his most important assignment yet, an opportunity to build young men and women of character. He supervises the military staff at OMI and his primary goal is to fully integrate his team into the enormous responsibilities held by OMI's civilian team.

Chief Financial Officer: Gary Charles has been a member of the OMI staff since February, 2018. He is a retired United States Air Force Chief Master Sergeant with 22 years of military experience. Gary has done budgeting for the Federal Government and the State of California. He has been the Military Senior Enlisted Leader for OMI and now is the Chief Financial Officer. Gary holds a Bachelors in Business and a Master's in Business Administration. As the CFO, he ensures funding is readily available for educational purposes and controls the budget. Gary also supervises the IT Department, Operations, Facilities, Grizzly Exchange, Military Supply and Logistics, and the Main Office.

Middle School Principal: Cesley Frost has served as Administrator and Teacher at OMI since 2009. Prior to coming to OMI, she taught in the Mt. Diablo Unified School District and served in a number of capacities including Grade Level Chairperson, Department Coordinator, Leadership Advisor, Instructor for Adult Education, and CARE team member since 2005. A Berkeley native, Cesley attended Concord High School before earning her BA from UC Berkeley in 2004. She earned her teaching credential in 2006 and her Master's degree in 2007 from Western Governor's University. She received her Induction Certificate from REACH Institute in 2015. She is a lifelong member of the NAACP and member of the CAL Alumni Association. Ms. Frost currently serves as OMI's Middle School Principal. From 2009 to 2010, she served as a 6th grade teacher. She served as Dean from 2010-2013, Director of College, Alumni Outreach from 2013-2014, and BTSA Coach and 6th grade Teacher from 2014-2016. In 2011, she completed the LTC Influencer's Course in Fort Knox, Kentucky.

High School Principal: Ms. Webb is entering her 10th year in education. She taught middle and high school social sciences spanning grades 6 through 12. This will be her 4th year in administration. Ms. Webb earned her Master's degree and teaching credential at Holy Names University and is currently pursuing her Doctorate in Education with an emphasis on curriculum and instruction at the University of the Pacific. Her primary focus is the success of students and teachers, making sure that teachers are as prepared as they can be so that students can also be as prepared.

Director of Academic Performance: Katherine DeVinna has been a member of the leadership team since June 2017. She began her career in 1998 as a Social Science teacher and soccer coach in the Long Beach USD. Her administrative experience began in 2009 and she has served as a Director of Instruction, a high school Principal, and the Chief Operations Officer of a large charter schools'

system. Katherine is a firm believer in the OMI mission and a cheerleader for cadets. Currently, in her role at OMI's Director of Academic Performance, she supports cadet achievement through instructional coaching, oversight of the College and Career Center, data and assessment, and the dual enrollment program.

Human Resources Director: As the current HR Director, Sonja Noble is working do all she can to employ the best and the brightest to work with our students here at the Oakland Military Institute. She is quick to say that she is also dedicated to working closely with faculty and staff to establish long-lasting relationships built on trust and professionalism. Ms. Noble is a St. Mary's college graduate who decided to study Human Resource Management in graduate school when she was instantly intrigued at the thought of managing employees in a school. That involves hiring, firing, training, and motivating employees. This is something that truly interested her. The idea of contributing behind the scenes at a school to integrate, recruit, staff, provide benefits and compensation, and maintain compliance felt like something she had to do. Sonja has been a member of the Oakland Military Institute family since its inaugural year in 2001. For 17 years, Sonja has been dedicated to helping OMI move forward providing quality education, free to all California residents.

Director of Climate and Culture: Prior to this position, Corinne Christiansen was the assistant director for the MIT Academy High School in Vallejo, CA. Before leaving the classroom as a full-time teacher, Corinne taught for more than 26 years in Japan, California, and Utah. Corinne also co-founded the New Leaf Leadership Academy and Empowering Educators, programs within the New Leaf Collaborative, a non-profit organization that brings environmental education and holistic learning to young people and educators throughout the Bay Area. Corinne believes that every student wants to succeed but may not know how. She sees her job as helping her students gain the strategies and skills that will help them become successful in class, in the community, and in their future.

Career Pathways and Grants Manager: Dr. Rona Zollinger, Ph.D., is new to OMI, but she has spent the last 18 years in Martinez Unified School District developing, facilitating, and managing high school service-learning, work-based learning, social and emotional learning, and career pathway programs. She brings with her a background imbedded with experience in navigating Career Pathways Trust and Career Technical Education Incentive grant programs and reporting. At OMI, she is immediately taking over the CTEIG Round 2 reporting and working with teachers to align the current course offerings and ensure that curriculum includes the key elements of a high-quality CTE program. Overall, her goals are to:

- Ensure institutional sustainability and student access to the Engineering Design and Information Communications Technology pathways.
- Develop one to three additional pathways over the next three years.

- Develop a comprehensive application of work-based learning opportunities for all OMI students.
- Connect community and build employer relationships to support each pathway

Director of Marketing and Communications: For over 20 years, Jocelyn Zylstra worked at several ad agencies in California and managed the advertising for national brands like Honda, Kirin Beer, Herradura Tequila, Kaiser Permanente, Toshiba, and Epson. She led multimedia advertising campaigns and handled brand identity, promotions, merchandising, and packaging. But her most rewarding projects were those connected to philanthropic causes. She has been seeking to do more meaningful work and is thrilled to be at OMI Academy as the Director of Marketing and Communications.

Board of Directors

The Charter School will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than twelve (12) directors. All directors shall be designated by the existing Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

The current OMI Board of Directors consists of ten members. Each board member brings significant experience and a strong commitment to OMI.

The current members of the Board are:

- Chairman Arnold Grisham, Chairman President & CEO, Tri Valley Bank
- Vice Chairman Baxter Rice, Consultant
- Major General David S. Baldwin, The Adjutant General and Director, California Military Department
- Brigadier General James Gabrielli, Commander, Youth and Community Programs Task Force, California National Guard
- David Clisham, Attorney at Law
- Buzz Breedlove, Retired school administrator, consultant
- Steven Samuels, Civil Engineer
- Joseph Wire, CFO, Golden Gate Bridge Authority

- Bill Bowen, Retired business leader, author
- Vice Admiral Jody Breckenridge, US Coast Guard Vice Admiral, retired.

The Board has a strong record of leadership, stability, and fiscal responsibility. The academic success, strong and stable management, seven successive years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the next five years of OMI. The Board will be fully responsible for the operation and fiscal affairs of OMI including but not limited to:

- Recruiting, hiring, and evaluating the Superintendent
- Financial and operational management of OMI
- Adoption of OMI's annual financial budget
- Overseeing receipt of operating funds by the Charter School in accordance with the terms and procedures of the Charter Schools Act
- Overseeing solicitation and receipt of grants and donations to OMI
- Developing and implementing personnel policies and procedures and employee disciplinary matters
- Approval of hiring and dismissal recommendations made by the Superintendent
- Approval of contracts with outside entities or persons
- Financial audit oversight
- Relations with the chartering entity
- All matters related to charter approval, amendment, or revocation
- Defense of OMI from any adverse legal actions

The Board may initiate and carry on any program or activity, or otherwise act in any manner that is neither in conflict with, nor inconsistent with, nor preempted by any law and that is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law and will discharge any duty imposed by law upon it and may delegate to any employee any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will defend OMI from any adverse claims or legal actions. The Board will address program concerns regarding the operation and improvement of OMI. The Board is the final policy-making authority for OMI. The Board will recommend programs, policies, and schedules designed to meet the evolving needs of OMI's students, parents, and teachers. All Board meetings are held in accordance with the Brown Act and are open to the public, and each agenda includes time for community input with regard to OMI. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. Board meetings are held in compliance with the bylaws. A Board roster and meeting schedule is attached in Appendix D.

OMI Superintendent

The Superintendent is the Chief Executive Officer of OMI. The Superintendent reports to the Board and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board policies and priorities. The Superintendent promotes the vision of the Board and is the Board's chief advisor, overseeing the strategic and operational plans of OMI.

The Superintendent has overall day-to-day management responsibilities of the Charter School, determined by the Board as outlined in the bylaws, job specification, and job specific employment contract. The Superintendent ensures the Charter School operates in fulfillment of the mission as spelled out in the charter and in compliance with charter school law, OMI bylaws and applicable education law. The Superintendent operates with the Board and its committees to ensure the Charter School makes sound strategic decisions based on the effective use of student, program, and fiscal data. The Superintendent ensures that the Charter School maintains a focus on student achievement. The Superintendent serves as a spokesperson for OMI to further the Charter School's prominence within the local, state, and national education and charter school communities.

Specifically, the responsibilities of the Superintendent, or his or her designee, include, but are not limited to, the following:

- Oversee the strategic and operational plans of OMI.
- Oversee the day-to-day management of OMI.
- Develop Board meeting agendas in conjunction with the Board President in compliance with the Brown Act.
- Supervise and evaluate the administrative team.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with legal counsel and any outside consultants.
- Stay abreast of education laws and regulations.
- Oversee all purchasing, pay warrants, requisitions, and other expenditures.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Oversee all necessary financial reports as required for proper ADA reporting.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present financial reports to the Board.
- Supervise student disciplinary matters when necessary.

- Attend all Board meetings.
- Establish procedures designed to carry out Board policies.
- Oversee all responsibilities, obligations, and duties not assigned to the Board.

The Board and the Superintendent will work together to set annual goals. The Board evaluates the Superintendent's performance at least annually.

Business Manager

The Business Manager is the Chief Financial Officer of OMI. The Business Manager reports to the Superintendent and is responsible for providing management of budgeting, financial operations, logistics, facilities, school operations, main front desk operations, and personnel. The primary objective of the Business Manager is to work with Administration to ensure that OMI is operating in a fiscally and administratively responsible manner that is consistent with the Charter School's mission. The essential duties and responsibilities of this position include, but are not limited to, the maintenance of appropriate fiscal controls, payroll, budget and budget oversight, finance, tax preparation, accounts payable, personnel, school and military supplies, retail operations, facility oversight, school operations, and business operations.

Principals

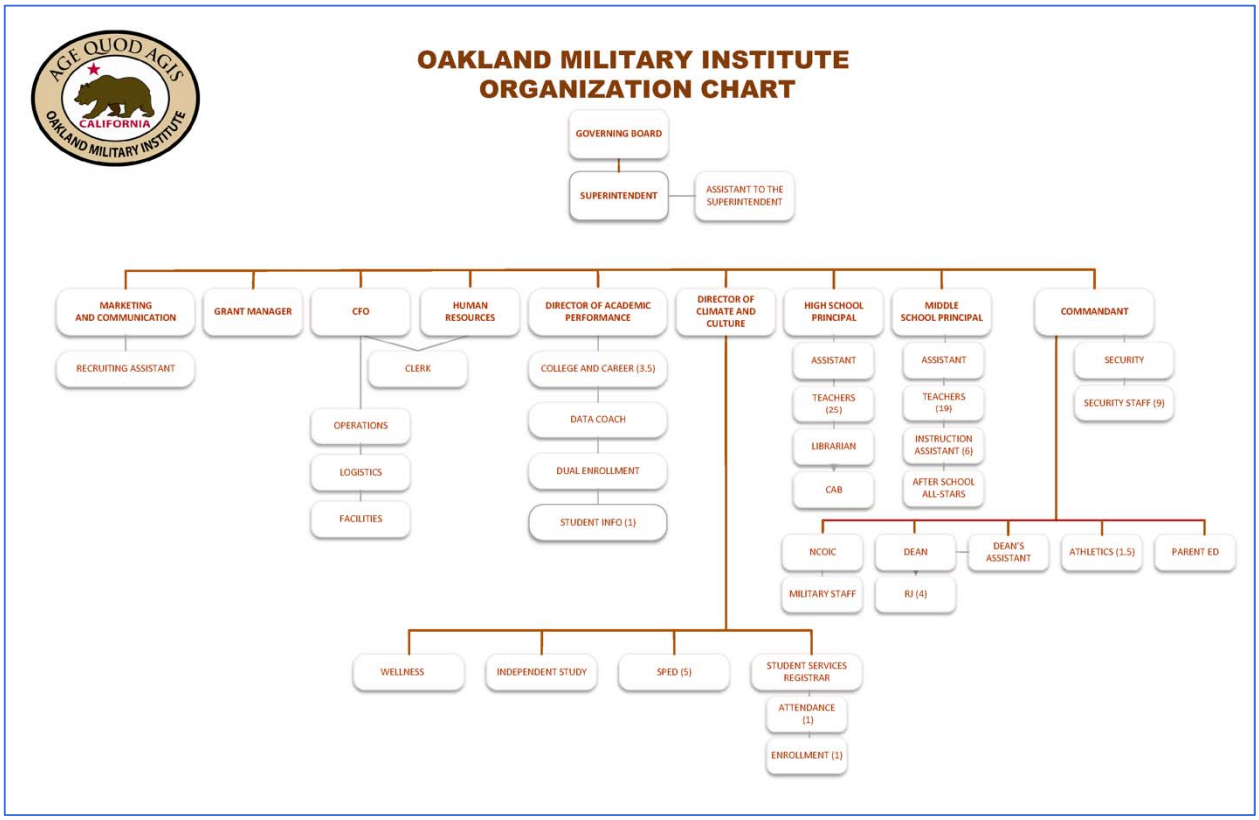
The Principals supervise the campus teachers. The Principals act as the instructional leaders for both middle and high school grades and are responsible for helping students achieve outcomes.

Commandant of Cadets

The Commandant of Cadets supervises the LOC teachers. The Commandant acts as the instructional leader for both middle and high school LOC classes and is responsible for helping students achieve outcomes as outlined in the LOC curriculum. The Commandant is responsible for executing Board policies, the conduct of military activities, and the recruitment, training, and evaluation of LOC teaching and support staff under the supervision and direction of the Superintendent. The Commandant of Cadets also supervises the safety and facilities staff.

Figure 2 outlines OMI's organization structure, which represents reaching a goal that OMI set for itself as the former leadership transitioned out and a new team of leadership was hired. This increase in leadership provide OMI the support needed to support high levels of student achievement.

Figure 7



Parental Input Regarding the Educational Program

OMI will use a range of methods to consult with parents and receive parental input.

The methods currently in use for parents with students attending OMI include:

- Parent Cadet Alliance (PCA) is a group of elected or appointed parents from all grade levels at Oakland Military Academy (OMI). As a body, this group meets once a month. Involvement includes:
    - planning family activities
    - marketing OMI in our home communities
    - sponsoring teacher and staff appreciation events
    - serving as advisors to the school administration
    - sharing parental concerns and ideas to enhance OMI
    - assisting and sponsoring fund-raising efforts
    - providing scholarship opportunities to our college bound seniors

    - Leadership Opportunities – President, Vice President, Secretary, Treasurer, Grizzly Den (1 parent representative from each company)
- School Site Council
    - The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that works with school administration to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers. As a body, this group meets once a month.
    - Leadership Opportunities: Chairperson, Vice Chairperson, Secretary
- Parent/Student/Teacher Conferences and Cadet Success Teams meetings
- Back to School Night and Open House: ALL OMI staff are available, and all parents are invited.
- Email and Phone Communication: All teachers have access to email and phones in order to communicate with families.
- Parent and Student Bulletins: Weekly bilingual (Spanish) bulletins are sent home notifying parents of key dates, athletic events, special events or meetings, PCA meetings, academic deadlines, and more.
- Parent Participation on Committees: Parents participate on WASC accreditation committees and help shape the educational programs at OMI.
- Parent Reports to the Board of Directors: At each Governing Board meeting, Parent Cadet Alliance president or his or her representative will begin to report on PCA activities and discusses parental issues or concerns with the board for the 2018 – 2019 school year

ELEMENT 5

EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." –

Education Code Section 47605(b)(5)(E)

DRL: "EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the re porting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

Hiring Process and Employee Qualifications

OMI recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the mission of the Charter School. In accordance with Education Code Section 47605(d)(1), OMI is nonsectarian in its employment practices and all other operations. OMI does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). All employees of OMI will work under an employment contract.

OMI has used a variety of staff recruitment strategies, including the following:

- Posting on a diverse array of websites from craigslist.com to indeed.com
- Announcing opening to the OMI community
- Encouraging staff referrals for new employees that meet the minimum requirements.

Superintendent

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative, school-based experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers and managing school operations
- Experience in managing the finances of schools

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential, or equivalent experience
- Valid California Teaching Credential, or equivalent experience
- * A Master's Degree or higher is desirable

Principal

The Middle School and High School principals supervise the campus teachers. The principal shall act as the instructional leader at the Charter School and shall be responsible for helping the Charter School students achieve outcomes as outlined in the Educational Program. The principal will be responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff as further outlined in the job specification and employment contract.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential, or equivalent experience
- Valid California Teaching Credential, or equivalent experience
- * A Master's Degree or higher is desirable

Commandant

JOB FUNCTIONS:

- The Commandant of the Oakland Military Institute (OMI) is the senior military officer at OMI reporting to the Superintendent.

JOB DUTIES:

- Serves as the senior ranking military member on the OMI staff.
- Reports directly to the Superintendent and is responsible for supervising all assigned military staff to the OMI.
- Responsible to ensure total integration of the military staff within the civilian staff. In military terms, the military staff is Operationally Controlled (OPCON) to the Superintendent and the civilian staff.
- Supervises the Dean of Students (Middle and High Schools), the Athletic Director, Restorative Justice, Parent Engagement and Security. Responsible for the successful accomplishment of each of these department's responsibilities.

- In support of the teaching staff, the Commandant ensures the military staff influences positive behavior from all cadets. If cadets do not comply with the standards outlined in the OMI Handbook, the military staff develops strategies and solutions to improve compliance. This mission is imperative in order to allow the High School and Middle School Principals to develop and engage teachers rather than students.
- Works closely with the Director of Climate and Culture in order to provide the most effective environment for learning at OMI.
- Responsible to provide each cadet with a safe and secure environment to learn. This will be accomplished through the direction of the Security team at OMI. The Commandant will accomplish other duties as assigned by the Superintendent.
- Other duties as assigned.

JOB QUALIFICATION:

- Serve as a State Military Reserve or National Guard O4-O6 (Major-Colonel).
- Pass the Army Physical Fitness Test (valid test within the last 12 months).
- No pending adverse military actions.
- You are aware of and certify that you understand the OMI Workplace Harassment/Sexual Harassment policy.

Chief Financial Officer

JOB FUNCTIONS

- CFO is responsible for all financial operations conducted in compliance with state, governmental and tax code rules and requirements. CFO also supervises Accounts Payable, Operations, Facilities, Military and School Logistics and Supply, Retail Operations, Information Technology, and Front Desk Operations; supervises, reviews and evaluates the directors and managers.

JOB DUTIES

- Direct, train, evaluate, reorganize and replace staff as necessary to structure internal controls
- Provide cross checks for internal controls
- Directs, leads, plans, coordinates, supervises and evaluates the school's Financial and Compliance
- Directs, leads, plans, coordinates, supervises and evaluates Risk Management, and Accounting
- Directs, leads, plans, coordinates, supervises and evaluates Procurement and Distribution

- Principal support to the Superintendent.

JOB QUALIFICATION

- Any combination of education, training and/or experience equivalent to a: major in business administration, public administration or education with a specialization in school administration.
- Outstanding math, speaking, writing, and editing skills.
- Demonstrated success in supervising and managing a staff.
- Demonstrated success in managing multiple projects with shifting priorities and competing deadlines.

Director of Human Resources

JOB FUNCTIONS

To provide support for the OMI focus that every graduate will be college and career ready (through) Mastery of the Common Core Standards (attained by) Reading at Lexile level of 1300 or more. By planning, organizing, controlling, and directing the daily operations of assigned functions within Human Resources Services and Support for both certificated and classified personnel, in a professional and confidential manner.

JOB DUTIES

- Maintain and secures all personnel files in an organized and confidential manner
    - Provides files for annual audit
    - Maintains and monitors files, certifications for employment, live Scan, TB results
    - Work with Business Director to develop Staff Database
    - Updates Job Descriptions on an ongoing basis and maintain Staff Database

CERTIFICATED STAFF

- Prepare employment contracts.
- Verify previous employment for step placement, provides information, monitors and processes documents related to credentials.
- Responsible for administrative and technical personnel records.

CLASSIFIED STAFF

- Provide support for recruitment, screening and interviewing all Classified staff
- Administering, recruitment, screening, selection of exempt, non-exempt and hourly. full time and part-time classified

MILITARY STAFF

- Collect verifications of employment for Military personnel assigned to OMI: Live-Scan, TB results, and verifying necessary credential status for the Military teaching staff.
- Work with Superintendent and CFO annually to evaluate benefits package and make recommendations to senior leadership regarding package additions/changes that will attract and retain top talent while meeting our budgetary constraints/requirements.
- Provide day-to-day support for employees with inquiries regarding benefits, pay, and employment questions.

Director of Academic Performance

JOB FUNCTIONS

- Supervise the planning, development, coordination, and management of academic programs including the coaching of instructional staff, data analysis, report writing and teacher induction. Intentionally building school community, sense of community, sense of belonging, sense of purpose, and sense of urgency.

JOB DUTIES

- Instructional coaching 6-12 (DII and Best Practices)
- College and Career Advising 9-12
- Data and Assessment Team 6-16
- Dual Enrollment Program 9-12
- LCAP Implementation Lead and District Team
- Charter Renewal Lead District Team
- Work with District Team and Principals in the areas of Professional Development and Curriculum Planning
- Student Information Services
- Other duties as assigned.

JOB QUALIFICATION

- Any combination of education, training and/or experience equivalent to a: BA or higher with school experience a must in multicultural urban school district setting.
- Outstanding speaking, writing, and editing skills.
- Demonstrated success in supervising and managing a staff.

- Demonstrated success in managing multiple projects with shifting priorities and competing deadlines.

Grant Manager and Pathway

JOB FUNCTIONS

- Grant Manager and Pathway Coordinator will work directly with Director of Marketing and Communications as a Development Team be responsible for coordinating strategic community partnerships that positively impact student learning, engagement and achievement, including school business partnerships, volunteers, mentors, and special projects that support OMI initiatives; and works to leverage community resources to support school sustainability. This position will also serve as the point of contact who orchestrates business and industry connections to support career technical education, work-based learning, regional alignment with career pathways, and CTEIG grant writing, reporting and management. The goal of the position is to launch high-level, aligned, and effective community involvement throughout the school and build capacity for the partnerships that support linking student learning to real-world career application.

JOB DUTIES

- Supports securing funding from local resources for identified needs
- Develops and maintains positive working relationships and fosters collaborative efforts with community nonprofit funders, businesses and community organizations.
- Manage grant funding linked to career pathways and community connectivity
- Assure the functioning of all community partnerships by effectively linking them to school personnel and curriculum in ways that fulfill the basic principles and the pillars of the school
- Lead and manage development of career-focused entrepreneurial programming and grants that engage students in career awareness, exploration, preparation and training
- Develop, maintain and nurture relationships with school administration and staff, parents, family members, and neighborhood residents
- Develop and publicize programs and activities throughout the community where necessary to build partnerships

- Coordinate with District Team to facilitate training and professional development for students and staff that support the development of student and adult professionalism to maintain positive industry connections
- Maintain required documentation and paperwork
- Collaborate with teachers and administrators to support a culture of trust within the school in creating a healthy climate for students, teachers, and staff;
- Serve as a thought partner for school administration around creating effective adult culture on campus, as well as for student preparedness for career connections developed
- Other duties as assigned

JOB QUALIFICATION

- Any combination of education, training and/or experience equivalent to a: BA or higher with school experience a must in multicultural urban school district setting.
- Outstanding speaking, writing, and editing skills.
- Deep knowledge of grant writing and management of grants.
- Demonstrated success in supervising and managing a staff.
- Demonstrated success in managing multiple projects with shifting priorities and competing deadlines.

Director of Climate and Culture

JOB FUNCTIONS

- Supervise the planning, development, coordination, and management of intervention programs, incorporating legal requirements as well as state and federal mandates for the following departments and services. Intentionally building school community, sense of community, sense of belonging, sense of purpose, and sense of urgency.

JOB DUTIES

- Special Education
- Student Services

- Counseling and Mental Health Services
- Positive Behavioral Interventions and Supports (PBIS) in conjunction with Dean of students and Restorative Justice (RJ) Department
- Response to Intervention Programs (RTI)
- School Attendance Review Board
- 504 Plan Services
- School Nursing and Health Services
- Classroom management support and coaching for teachers
- Grade level Retentions
- Professional Development with District Team and Principals.
- Other duties as assigned

JOB QUALIFICATION

- Any combination of education, training and/or experience equivalent to a: BA or higher with school experience a must in multicultural urban school district setting.
- Outstanding speaking, writing, and editing skills.
- Demonstrated success in supervising and managing a staff.
- Demonstrated success in managing multiple projects with shifting priorities and competing deadlines.
- Employment pending certification that you are "free of active tuberculosis." (California Education Code Section 49406).
- Employment pending "fingerprint clearance" (California Ed. Code section 44237).
- You are aware of and certify that you understand the OMI Workplace Harassment/Sexual Harassment policy.
- You are aware of and certify that you understand the OMI Employee Handbook and all School policies, including the at-will employment and mandated child abuse reporting policies.

Marketing and Communications Director

JOB FUNCTIONS

- Reporting to the Superintendent and working with the District Leadership team, the Director of Marketing and Communications on behalf of Oakland Military Institute in order to raise Oakland Military Institute's visibility, advance its brand, and articulate clear messaging to internal and external constituencies. The Director will oversee and actively participate in the creation, design, budget and production of regularly produced events and all school publications. Additionally, the Director will coordinate all advertising, publicity, and public relations and serve as the school's spokesperson when so designated by the Superintendent.

JOB DUTIES

- Rapidly acclimate to the Oakland Military Institute; thoroughly know the history, culture, traditions and constituencies of the school; understand the educational philosophy; know all marketing and communications activities of the department.
- Develop marketing and communications strategies and plans that advance Oakland military Institute and drive increased engagement with prospective and current constituencies.
- Collaborate with administrative departments in articulating their purpose and ongoing work. Specifically, this includes the Superintendent, Development, Admissions, Academic Divisions, and Institutional Technology.
- Ensure brand and messaging quality and consistency and establish guidelines to apply across all departments, activities and events at the school and among professional and volunteer leadership.
- In collaboration with Recruiting and Enrollment, design strategies and implement concrete plans to increase student applications and maintain prospective student and family interest.
- As a member of design strategies and implement concrete plans to capitalize on increased visibility and clear branding of the school to drive increased contributed revenue.
- Plan for and deploy digital activities: website, online campaigns, email marketing, social media and digital content production.
- Plan and manage the department budget in order to maximize the effectiveness of all communications. This includes bidding out production of materials when appropriate to outside vendors.

- Create and execute a plan that regularly places the school in local media. Manage all messaging in the media.
- Review, revise, and update as necessary the school's crisis communication plan.
- Manage all aspects of the school's print and electronic communications, ensuring the continuity of the school's brand and logo. Oversee the work of graphic designers and print vendors in production of printed materials and web visuals.
- Engage actively in professional development in order to remain current in best practices related to independent school communications, emerging social media, and effective marketing and advertising strategies.
- Other duties as assigned.

JOB QUALIFICATION

- A BA/BS degree from an accredited college or university in a field related to marketing and communications
- Outstanding speaking, writing, and editing skills.
- Deep knowledge of the principles of marketing and communications and fluency in using social media effectively.
- Ability to develop, monitor, and adhere to budgets and production schedules.
- Ability to create print materials using Photoshop, Indesign, or other comparable layout software.
- Demonstrated success in bringing regular, positive media attention to an organization.
- Demonstrated success in supervising and managing a staff.
- Demonstrated success in managing multiple projects with shifting priorities and competing deadlines.
- Employment pending certification that you are "free of active tuberculosis." (California Education Code Section 49406).
- Employment pending "fingerprint clearance" (California Ed. Code section 44237).

Academic Teachers

OMI complies with Education Code Section 47605(l), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the Charter School. In a school culture that promotes academic rigor and success for all students, grade level core teachers are responsible for, but not limited to, the following:

- Subject instruction
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents
- A commitment to students and learning
- Knowledge of their subject material
- A willingness to be innovative and dynamic in their instruction methods

Minimum requirements are:

- Bachelor's Degree
- Valid California Teaching Credential or equivalent
- If appropriate or determined by OMI or the State of California as required, the individual will hold all appropriate supplemental credentials.

In accordance with the flexibility provided under Education Code Section 47605(l), teachers are not required to hold a California Commission on Teacher Credentialing certificates in order to teach non-core, non-college preparatory courses. Educators in non-core, non-college preparatory classes, defined as those who are providing specialized learning opportunities, e.g., physical education, will have subject matter expertise, professional experience, and the demonstrated ability to engage learner's participation in the educational process as determined by the Charter School.

All employees, including but not limited to librarians, library aides, and health aides, will possess the personal characteristics, knowledge base, and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by OMI.

All employees will be fingerprinted and will successfully pass all required Department of Justice and LiveScan checks and undergo background checks that provide for the health and safety of faculty, staff, and students.

In accordance with applicable law, OMI reserves the right to recruit, interview, and hire anyone at any time who has the best qualifications to fill any of its positions and/or vacancies.

OMI will use a range of procedures and resources in the identification and hiring of the most qualified employees. Position descriptions will appropriately detail the work responsibilities and subject matter competence required. Recruitment will include the use of comprehensive job listing services such as EdJoin and Craigslist. Other sources such as university and college placement services may be used. OMI has traditionally participated in job fairs, such as the one sponsored annually by CalWest. The hiring process for full-time staff is intense. It typically includes a rigorous paper screening process and multiple structured interviews. Participants in the hiring process may include administration, teachers, other staff members, and parents. Teaching applicants typically are required to prepare and present a sample lesson to OMI cadets. All this effort is part of OMI's commitment to finding the best possible employees who are committed to supporting high levels of achievement by all students and to the mission and vision of OMI.

Professional Development: Retention and Development of a Well Qualified Faculty

Ongoing professional development is an integral part of professional practice for all teachers and administrators at OMI. Ongoing professional development is essential to the continued development of faculty skills and expertise as well as the retention of high-quality faculty members. Specialized professional development includes but is not limited to NewsleaPro, Advanced Placement, and mathematics teacher training. All full-time OMI employees are evaluated at least annually. The faculty evaluation system was created based on a review of the literature, practices at other public and private schools, and extensive discussion with faculty, administration, and the Board. OMI will employ TeachBOOST, an online dashboard, for staff evaluations.

Employee Compensation and Benefits

OMI recognizes that it needs to provide employees who work at OMI with competitive salaries and benefits. In addition to the competitive salaries provided by OMI, OMI provides support for benefits that are more substantial than those provided by most local charter schools and districts. OMI currently provides a comprehensive package of benefits including sick leave, health, dental, and vision.

Evaluation of Employees

Faculty members are evaluated annually pursuant to an evaluation process that includes classroom observations, self-evaluation, evaluation by the administrator, and a professional growth plan. Faculty members are evaluated based on the following seven dimensions.

1. Content Knowledge
2. Designing, Planning, Documentation, and Assessment of Work
3. Pedagogy, Instruction, Delivery
4. Classroom Management
5. Student Performance
6. Parent Partnership
7. Professionalism/Professional Responsibilities

ELEMENT 6

HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237.

Education Code Section 47605(b)(5)(F)

DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. *with respect to any athletic program that if offers, as well as Education Code section 49475 et seq. with respect to institution of a concussion protocol.*

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

OTHER REQUIREMENTS

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

Medication in School

OMI will adhere to Education Code Section 49423 regarding administration of medication in school. OMI has expanded its training for all employees using an online training portal, http://k12-health-training.thinkific.com

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing, and scoliosis. OMI will adhere to Education Code Section 49450, et seq, as applicable to the grade levels served by the Charter School.

Diabetes

OMI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

OMI adheres to an Emergency Preparedness Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. OMI holds 10 campus wide safety drills including the following:

- Fire
- Earthquake
- Lockdown Active Shooter
- Bomb Threat
- Gas Leak
- Shelter in Place
- Evacuation Student Release
- Evacuation to Relocation Center
- Hazardous Event

Bloodborne Pathogens

OMI meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

OMI maintains a drug, alcohol, and tobacco free workplace.

Integrated Complaint and Investigation Procedure

OMI utilizes our existing universal complaint procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board, the Superintendent is responsible for investigation, remediation, and follow-up on matters submitted through this procedure. OMI's complaint procedure is clearly spelled out the OMI Cadet/Parent Handbook.

OMI has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas.

The complaint procedures include clear information with respect to the response timeline of the Charter School, whether the Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the Superintendent is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's student and family handbook or distributed widely.

OMI will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with OMI alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. OMI will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

OMI will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX, or Section 504.

OMI will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity that it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Comprehensive Sexual Harassment Policies and Procedures

NONDISCRIMINATION STATEMENT

OMI adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

OMI is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including bullying, discrimination or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in the above section should be directed to the OMI Uniform Complaint Procedures ("UCP") Compliance Officer.

OMI is committed to providing a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with OMI sexual harassment policy.

School Facility Safety

OMI complies with all applicable federal environmental laws. OMI complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. OMI agrees to test or, if in a district owned or leased facility, to verify that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. OMI conducts fire drills and earthquake drills pursuant to Education Code Section 32001. OMI also has 14 Automated External Defibrillators on the campus and in all school vans in the event of a cardiac incident.

Asbestos

OMI shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40 CFR Part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

ELEMENT 7

RACIAL AND ETHNIC BALANCE REFLECTIVE OF DISTRICT

"The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."

Education Code Section 47605(b)(5)(G)

OMI strives, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of OUSD.

OMI's student population is reflective of the Bay Area. OMI recruits' cadets from all over Oakland and the greater Bay Area. OMI is a school of choice and a specialty school, families seek OMI out to provide for the needs of their children. Figure 1 at the beginning of this petition shows the OMI diverse demographic profile for students for 2017 – 2018 and Figure 2 shows a diverse school staff that is growing in its reflection of the student population.

OMI employs a cadet recruitment strategy that includes, but is not limited to, the following and that focuses on achieving and maintaining a racial and ethnic balance among students reflective of the general population residing within the territorial jurisdiction of OUSD.

- An enrollment process that is scheduled to include a timeline that allows for a broad-based application process, which includes the following:
    - Participating in Enrolloak.org., which allows families speaking languages other than English access to our materials with the support they need to fill out our registration documents correctly and understand the lottery procedure
    - The suggestion by Enrollaok.org during the application process of OMI, improving our visibility in Bay Area communities
    - The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of OUSD
- Outreach activities including but not limited to
    - Press releases and other communications with local print and broadcast news media
    - Posting of notices in public buildings and spaces, local businesses, and religious institutions

- Hiring for the 2018-2019 school year a recruitment assistant to support OMI efforts
- Hosting OMI booths at local parades, festivals, and other community events

The recruitment activities are planned to reach all students in grades five through eleven (rising into grades 6-12) in the local community and to promote a diverse student base.

ELEMENT 8

ADMISSIONS POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d)."

Education Code Section 47605(b)(5)(H)

DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Charter School shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

[Add additional provisions showing how Charter School will comply with the above requirements.]

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. Charter School shall provide specific information, in its outreach materials, websites, at community

meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."

OMI is open to and welcomes all students who share our mission, and academic support services are available for students who need them. An information brochure is also available. The brochure also explains that OMI is open to all students. A series of publicized informational meetings are held each year to inform the community about OMI and the admission process. Advertisements will be taken out in local newspapers, such as the Oakland Tribune. Information tables will be set up at major community events. Additionally, information about OMI will be provided to local community-based organizations and groups, and to local churches.

A copy of the OMI Student Handbook is provided to each student annually at the beginning of the school year.

Enrollment in OMI is open to any student who resides in California who is committed to completing an academically rigorous college preparatory program and is committed to fulfilling his or her duties to learn to lead. Enrollment is not based on prior academic achievement. OMI will actively recruit a diverse student population from Oakland and the surrounding region who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy and will be given a copy or summary of the Charter School's student-related policies and honor code. Said honor code will include a clear expectation of student conduct and respect for others and shall be in conformance with all applicable state and federal laws.

Although OMI will be open to any resident of the state of California, if the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing students of OMI, shall be determined by public random drawing. Preference in the public random drawing will be given in the following order:

1. siblings of students admitted to or attending OMI
2. children of OMI employees or Board members
3. children of OMI alumni
4. residents of the District
5. other California residents

The Board will make all necessary efforts to ensure public random drawing procedures are fairly executed. Public random drawing spaces are pulled in order of grade level by the designated official (appointed by the Superintendent). Separate drawings shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All drawings shall take place on the same day in a single location. Drawings will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

After all available spots have been filled, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, OMI will contact students in the order they appear on the waiting list. These preferences may be altered as necessary to meet any applicable federal or state requirements.

The District and OMI agree that the Charter School may require attendance at an orientation meeting and application documents such as a written statement from each student describing why the student wishes to attend and a statement from a parent or guardian listing expectations. OMI will provide reasonable accommodations to facilitate the admission process. OMI will not use admission criteria involving minimum cumulative grade point averages nor require the provision of information that would reveal cumulative grade point averages before the admission process has ended.

Leaders of Character course is a valuable tool to acquaint new enrollees to the Charter School's culture, behavior codes, terminology, routines and requirements. All new students are required to attend and successfully complete this training. Student are supported in completing the requirements of the military component of OMI through pledge test reviews and support from their TAC (military officers) within their assigned companies.

After admission, OMI may require new students to attend summer school to prepare students for the academic rigor of a college preparatory curriculum. If a student fails to attend or fails to participate successfully, then OMI's Review Board may involuntarily remove the student prior to the start of the regular academic year.

An open application period will occur annually at dates to be available to the public on our website or by contacting OMI.

ELEMENT 9

ANNUAL INDEPENDENT FINANCIAL AUDITS

"The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

Education Code Section 47605(b)(5)(I)

DRL: "In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

On or before July 1, an annual update required pursuant to Section 47606.5.
September 1 – Final Unaudited Financial Report for Prior Year
December 1 – Final Audited Financial Report for Prior Year
December 1 – First Interim Financial Report for Current Year
March 1 – Second Interim Financial Report for Current Year
June 15 – Preliminary Budget for Subsequent Year"

OMI will make every effort to meet the above District deadlines, but in no case shall OMI submit the required documents later than required by applicable state statutes.

OMI will maintain appropriate records. OMI will be operated in accordance with generally accepted accounting principles ("GAAP").

An annual independent fiscal audit of the books and records of OMI is conducted as required under Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of OMI are kept in accordance with generally accepted accounting principles and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the K-12 Audit Guide.

The Board selects an independent financial auditor from the list of education auditors approved by the State Controller's Office. The Board may use an audit committee to advise the Board. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is routine that the annual audit is completed within four months of the close of the fiscal year and that a copy of the auditor's findings is forwarded to OUSD, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. A review of each year's audit occurs at a Board meeting. Copies of each audit are available on request to parents and any other community member. The Superintendent reviews any audit exceptions or deficiencies (none to date) and reports to the Board with recommendations on how to resolve them. The Board would, in that case, submit a report to OUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of OUSD along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section VIII of this Charter.

The independent fiscal audit of OMI is public record and will be provided to the public upon request.

To the extent that OMI is a recipient of federal funds, including federal Title I, Part A funds, OMI has agreed to meet all of the fiscal, and other regulatory requirements of the ESEA and other applicable federal grant programs. OMI agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESEA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement.

OMI also understands that as part of its oversight of the Charter School, the Office of Charter School may conduct program review of federal and state compliance issues.

In accordance with Education Code Section 47604.3, OMI will promptly respond to all reasonable inquires of the chartering agency. OMI recognizes the right of the chartering agency to inspect or observe any part of OMI at any time.

For the last thirteen years, OMI has received unqualified, positive fiscal and compliance audits from a highly qualified firm.

ELEMENT 10

PUPIL SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

Education Code Section 47605(b)(5)(J)

DRL: "The Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

[*Insert other procedures designed to ensure that the Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]*

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Students will not be suspended or expelled for academic failure. Students will be suspended or expelled only for actions that are defined in subsection (B) below.

OMI acknowledges the responsibility of each student, parent, volunteer, and staff member to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is OMI's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

The purpose of discipline at OMI is to:

- Promote genuine pupil development
- Increase respect of authority
- Assist in the growth of self-discipline
- Provide an orderly atmosphere conducive to learning and promoting character development

The OMI suspension and expulsion policies are printed and distributed to the OMI community as part of the Charter School's Student-Parent Handbook. The Handbook clearly describes our academic and behavioral expectations, including attendance, work habits, harassment, substance abuse, violence, and safety requirements. School discipline is addressed during orientation, and all students, parents, and guardians are asked to verify that they have reviewed and understand the policies and procedures.

Any student who engages in repeated violations of OMI's behavioral expectations may be required to attend a meeting with the OMI staff and the student's parent/guardian. OMI may prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations that may include but are not limited to suspension or expulsion. Specific policies regarding suspension and expulsion appear below. OMI's policies provide all students with due process and have been developed to conform to applicable federal laws relating to discipline of students with exceptional needs prior to beginning instruction.

SUSPENSION & EXPULSION PROCEDURES

This Cadet Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all cadets at the Oakland Military Institute ("OMI"). When the policy is violated, it may be necessary to suspend or expel a cadet from regular classroom instruction. This policy shall serve as OMI's policy and procedures for cadet suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspended or expelled cadets shall be excluded from all school and school-related activities, including summer school, unless otherwise agreed during the period of suspension or expulsion.

A cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. OMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such cadets.

A. Grounds for Suspension and Expulsion of Cadets

A cadet may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Cadets may be suspended for any of the following acts when it is determined the cadet:

a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self-defense.

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device or an incendiary device such as matches or a lighter, unless, in the case of possession of any object of this type, the cadets had obtained written permission to possess the item from a certificated school employee, with the Commandant or designee's concurrence.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 or Salvina Divinorum as noted in section 379 of the California Penal Code. Salvina Divinorum is also known by the street names as "Serenity" or "K2."

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

m. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r. Aided or abetted, as defined in Section 31 of the Penal Code the infliction or attempted infliction of physical injury to another person. A pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

s. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000) with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

t. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender identification as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

v. Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or cadet(s) by creating an intimidating or hostile educational environment.

w. Engaged in an act of bullying, threat, harassment, or intimidation, including but not limited to bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student or that students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device including but not limited to a telephone, wireless telephone or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet website including, but not limited to:
        1. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    iii. An act of cyber sexual bullying.

1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

x. Continued failure to comply with the military requirements of the Charter School, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.

y. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.

z. Was found guilty of a misdemeanor or felony for an offense that occurred in conjunction with school operations or the cadet coming to or going from school, and that, in the opinion of the Charter School, would bring discredit on the cadet or the Charter School or would endanger the health and safety of members of the Charter School community.

2. Non-Discretionary Suspension Offenses: Cadets must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent's or designee's concurrence.

3. Discretionary Expellable Offenses: Cadets may be recommended for expulsion for any of the following acts when it is determined the cadet:

a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self-defense.

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device or an incendiary device such as matches or a lighter, unless, in the case of possession of any object of this type, the cadet had obtained written permission to possess the item from a certificated school employee, with the Commandant or Dean's concurrence.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 or Salvina Divinorum as noted in section 379 of the California Penal Code. Salvina Divinorum is also known by the street names as "Serenity" or "K2."

k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

n. Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.

o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q. Aided or abetted as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person. A pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

r. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender identification as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

t. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

u. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or cadet(s) by creating an intimidating or hostile educational environment.

v. Engaged in an act of bullying, threat, harassment, or intimidation, including but not limited to bullying committed by means of an electronic act.

    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as including but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student or that students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device including but not limited to a telephone, wireless telephone or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet website including, but not limited to:
      1. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w. Continued failure to comply with the military requirements of the Charter School, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.

x. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.

y. Was found guilty of a misdemeanor or felony for an offense that occurred in conjunction with school operations or the cadet coming to or going from school, and that, in the opinion of the Charter School, would bring discredit on the cadet

4. Non-Discretionary Expellable Offenses: Cadets must be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Suspension Conference

Suspension shall be preceded, if possible, by a conference conducted by the Commandant or the Commandant's designee with the cadet and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the cadet to the Commandant. The conference may be omitted if the Commandant or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of cadets or school personnel. If a cadet is suspended without this conference, both the parent/guardian and cadet shall be notified of the cadet's right to return to school for the purpose of a conference.

At the conference, the cadet shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two school days of the suspension, unless the cadet waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a cadet for failure of the cadet's parent or guardian to attend a conference with school officials. Reinstatement of the suspended cadet shall not be contingent upon attendance by the cadet's parent or guardian at the conference.

Suspension Notice to Parents/Guardians

At the time of suspension, the Commandant or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a cadet is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the cadet. In addition, the notice may also state the date and time when the cadet may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Commandant or Commandant's designee, the cadet and the cadet's guardian or representative will be invited to a conference to determine if the suspension for the cadet should be extended pending an expulsion hearing. This determination will be made by the Commandant or designee upon either of the following determinations: 1) the cadet's presence will be disruptive to the education process; or 2) the cadet poses a threat or danger to others. Upon either determination, the cadet's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), cadets recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the cadet should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A cadet may be expelled by the OMI Superintendent upon the recommendation of the neutral and impartial Discipline Board. The Discipline Board will consist of at least three neutral and impartial members who are certificated and neither a teacher of the cadet nor a member of the OMI's Governing Board. The Discipline Board shall be presided over by a designated neutral hearing chairperson. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense.

D. Expulsion Procedures

Cadets recommended for expulsion for an offense outlined in this section are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Commandant or designee determines that the Cadet has committed an expellable offense.

The Discipline Board will make a recommendation to the OMI Superintendent for a final decision whether to expel. The Discipline Board Hearing shall be held in closed session unless the cadet makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the Discipline Board Hearing shall be forwarded to the cadet and the cadet's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the cadet. The notice shall include the date and place of the Discipline Board Hearing as well as the following:

- A statement of specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of OMI's disciplinary rules that relate to the alleged violation
- Notification of the cadet's or parent/guardian's obligation to provide information about the cadet's status at the Charter School to any other school district or school to which the cadet seeks enrollment
- The opportunity for the cadet and/or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses

OMI may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the Discipline Board Hearing in the form of sworn declarations

that shall be examined only by the OMI Discipline Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the cadet.

Special Considerations for Sexual Assault or Battery Cases

A. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
B. OMI must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
C. At the discretion of the Discipline Board conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
D. The Discipline Board may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
E. The Discipline Board may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
F. Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Discipline Board may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
G. If one or both of the support persons is also a witness, OMI must present evidence that the witness's presence is both desired by the witness and will be helpful to OMI. The Discipline Board shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
H. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
I. Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when

testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

J. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Discipline Board Hearing

A record of the Discipline Board Hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the OMI Discipline Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Discipline Board shall be in the form of written findings of fact and a written recommendation to the OMI Superintendent, who will make a final determination regarding the expulsion.

If the Discipline Board decides not to recommend expulsion, the cadet shall immediately be returned to his/her educational program and may be mandated to comply with the provisions of strict disciplinary probation.

The final decision by the OMI Superintendent shall be made within ten (10) school days following the conclusion of the hearing. The Superintendent or designee, following a decision of the OMI Superintendent to expel, shall send written notice of the decision to expel, including the Discipline Board's findings of fact, to the cadet or cadet's parent/guardian and to the Oakland Unified School District. This notice shall also include the following:

- Notice of the specific offense committed by the cadet
- Notice of the cadet's or parent/guardian's obligation to inform any new district in which the cadet seeks to enroll of the cadet's status with OMI

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the cadet's district of residence. This notice shall include the following:

- The cadet's name
- The specific expellable offense committed by the cadet

Disciplinary Records

OMI shall maintain records of all cadet suspensions and expulsions at OMI. Such records shall be made available to the Oakland Unified School District upon request.

Appeal

Appeals of the Superintendent's decision to expel may be made in writing within ten (10) school days.

The scope of the review of the OMI Governing Board shall be limited to the following questions:

1. Whether OMI acted without or in excess of its jurisdiction
2. Whether there was a fair hearing
3. Whether there was a prejudicial abuse of discretion in the hearing
4. Whether there is relevant and material evidence that, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the OMI Governing Board. The cadet shall be considered expelled and not permitted to return to OMI during an appeal process.

The cadet shall have no additional right of appeal from expulsion from OMI other than the OMI Governing Board as specified above.

Expelled Cadets/Alternative Education

Parents/guardians of cadets who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

Rehabilitation Plans

Cadets who are expelled from OMI shall be given a rehabilitation plan upon expulsion as developed by the OMI Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the cadet may reapply to OMI for readmission.

Readmission

The decision to re-admit a cadet or to admit a previously expelled cadet from another school district or charter school shall be at the sole discretion of the OMI Superintendent following a meeting with the Commandant or designee and the cadet and parent/guardian or representative to determine whether the cadet has successfully completed the rehabilitation plan and to determine whether the cadet poses a threat to others or will be disruptive to the school environment. The Commandant shall make a recommendation to the OMI Superintendent following the meeting regarding his or her determination. The cadet's readmission is also contingent upon OMI's capacity at the time the cadet seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of

placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan and modify it, as necessary, to address the behavior; and
c. Return the student to the placement from which the student was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or the Charter School if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent or guardian disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may (1) return a student with a disability to the placement from which the student was removed; or (2) order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Commandant, Dean, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the student.
c. The student's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the Director of Special Education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to remain in current educational setting.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation or refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11

RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security."

Education Code Section 47605(b)(5)(K)

All full-time employees at OMI will participate in a qualified retirement plan including but not limited to State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), and the federal social security system based on their eligibility to participate. OMI credentialed employees participate in STRS. Non-credentialed staff participate in PERS and federal social security. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the Charter School's employee policies.

The Superintendent or designee, under direction from the Board, shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ELEMENT 12

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."

Education Code Section 47605(b)(5)(L)

DRL: "Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

No student may be required to attend OMI.

ELEMENT 13

EMPLOYEE RIGHTS TO RETURN

Rights of School District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."

Education Code Section 47605(b)(5)(M)

DRL: "Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings."

All employees of OMI will be considered the exclusive employees of OMI and not of OUSD, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to OMI. Employment by OMI provides no rights of employment at any other entity, including any rights in the case of closure of OMI.

ELEMENT 14

DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

Education Code Section 47605(b)(5)(N)

DRL: "Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

DRL: Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

DRL: "The staff and Governing Board members of [CHARTER SCHOOL] agree to attempt to resolve all disputes between the District and [CHARTER SCHOOL] regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and [CHARTER SCHOOL] except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Oakland Military Institute
3877 Lusk Street
Oakland, CA 94608

To Coordinator, Office of Charter Schools:

1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Actions That Could Lead to Revocation: Charter School Due Process

In the event that the District determines that OMI has engaged in an act that could lead to revocation of the Charter, the District and OMI shall have a face-to-face meeting within ten (10) days of the OUSD designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the OMI Superintendent. If, after such meeting, the District determines that a violation has occurred that requires a cure, the District may send a formal written notification to OMI outlining the alleged violation and demanding the violation be cured. OMI shall have a reasonable amount of time after

the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, revocation of the charter may be commenced by the District Board of Education in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15

CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records."

Education Code Section 47605(b)(5)(O)

DRL: "REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD

Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers

Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and

acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board, to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.).
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

REQUIRED NOTIFICATION TO DISTRICT

DRL: "[CHARTER SCHOOL] shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves [CHARTER SCHOOL] without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. [CHARTER SCHOOL]shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

"[CHARTER SCHOOL] shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the [CHARTER SCHOOL] under its disciplinary procedure, as an "expulsion" under the Education Code."

"In the case of a special education student, or a student who receives 504 accommodations, [CHARTER SCHOOL] will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

FACILITIES

DRL: "If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the

renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*

- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

•Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i)Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
(ii)Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

•Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

•Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

•Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any

language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

DRL: "If Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

ADMINISTRATIVE SERVICES

DRL: "The District may charge for the actual costs of supervisorial oversight of [CHARTER SCHOOL] not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if [CHARTER SCHOOL] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

DRL: "[CHARTER SCHOOL] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *[CHARTER SCHOOL] is subject to District oversight.*

- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of [CHARTER SCHOOL].*

- *The District is authorized to revoke this charter for, among other reasons, the failure of [CHARTER SCHOOL] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit [CHARTER SCHOOL] books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

[CHARTER SCHOOL] shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 day's notice to [CHARTER SCHOOL]. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to [CHARTER SCHOOL] operations is received by the District, [CHARTER SCHOOL] shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions."

Charter School, through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

FISCAL MATTERS

DRL: "Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- *Charter School is subject to District oversight.*

- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*

- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

[Charter School/District] shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

OMI is a wholly separate and independent entity from OUSD.

OMI receives funding in accordance with Education Code Section 47630 *et seq.* and applicable federal law.

OMI may receive its funding directly from the state or through any other available mechanism. Any funds due to OMI that flow through OUSD will be promptly forwarded to OMI in accordance with law. OMI and OUSD may choose to negotiate in good faith on an annual basis to develop a

memorandum of understanding that establishes the specific financial and service relationship between the two parties.

Fiscal Strength and Support

OMI has significant financial strength. This strength includes strong financial reserves of almost. 2.8 million dollars as of June 30, 2018.

OMI's fiscal responsibility, efficient accounting practices and policies, and timely reporting to state and local entities is clearly evident in its seven years of clean audits. OMI's five-year financial plan is well developed and conservative in its approach.

OMI enjoys a strong financial position, with an operating balance of some $5.5 million, some $12 million in real estate (two major buildings constructed on land owned by OUSD; two adjacent lots with three administrative buildings); an annual fundraising experience averaging about $2 million; and a contribution of 20 personnel belonging to the California National Guard. OMI enjoys a mutually-beneficial long-term lease from OUSD with 10 years remaining. Back office services - including internal reporting and budgeting, accounting, Accounts Payable and Receivable, payroll and human resources, and CALPADS support - are provided by CSMC.

Insurance

OMI secures and maintains commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. OMI secures and maintains, at a minimum, insurance as set forth below to protect OMI from claims that may arise from its operations:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect OMI from claims under Workers' Compensation Acts, which may arise from its operations

- General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than $2,000,000 for each occurrence

(These amounts may be increased upon recommendation of the Insurer or as required by agreement between OUSD and OMI.) OMI maintains adequate property and liability insurance.

The OMI Bylaws provide indemnification of the Board, officers, agents, and employees, and OMI has general liability insurance and Directors and Officers insurance to secure against financial risks. Insurance types and amounts will be determined by recommendation of the insurance company for the Charter School annually.

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including start-up costs and cash flow and financial projections for the first three years of operation.
- Education Code Section 47605(g)

OMI has submitted budget projections including multi-year budget projections to OUSD as part of its ongoing fiscal due diligence.

These documents are based upon certain projected enrollments for the next five years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time. See appendences X and X for OMI current budget and our five year budget projections.

Potential CIVIL LIABILITY Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district."
-Education Code Section 47605(g)

DRL: "[CHARTER SCHOOL] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *[CHARTER SCHOOL] is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of [CHARTER SCHOOL].*
- *The District is authorized to revoke this charter for, among other reasons, the failure of [CHARTER SCHOOL] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit [CHARTER SCHOOL] books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter*

- *Internal controls, both financial and operational in nature*
- *The accuracy, recording, and/or reporting of school financial information*
- *The school's debt structure*
- *Governance policies, procedures, and history*
- *The recording and reporting of attendance data*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices*
- *Compliance with safety plans and procedures*
- *Compliance with applicable grant requirements*

[CHARTER SCHOOL] shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 day's notice to [CHARTER SCHOOL]. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud, or abuse related to [CHARTER SCHOOL] operations is received by the District, [CHARTER SCHOOL] shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit applies only if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions."

Charter School, through this Charter and/or a separate Memorandum of Understanding, agrees to defend and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors, and assignees (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm, or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions, or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors, and assignees.

MISCELLANEOUS

Administrative Services

"The manner in which administrative services of the charter school are to be provided."
– Education Code Section 47605(g).

Facilities

"The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. - Education Code Section 47605(g).

OMI provides classroom instruction at one facility, 3877 Lusk Street, Oakland, CA 94608, within the OUSD boundaries as per the current lease agreement and, as applicable, will notify OUSD of any change of number or location of facilities as required.

OMI reserves the right to future submittals of requests for a single contiguous facility from OUSD under the provisions of Proposition 39.

OMI believes that the opportunity exists for facility options beyond those mandated by Proposition 39 or the current lease agreement that would be to the benefit of students attending OMI and the community as a whole. OMI is open to discussing options with OUSD and other possible interested parties.

External Reporting

OMI will maintain sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Transportation

OMI is a school of choice and, therefore, it is the responsibility of parents/guardians to provide transportation of students to and from the Charter School, except in the case of a student with disabilities who may require transportation pursuant to the terms of his or her IEP.

Renewal of Charter

The chartering agency agrees to hear and render a decision regarding a renewal or material revision to the Charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code § 47605. Pursuant to OUSD Board Policy 0420.4, OMI must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.

Term of the Charter

The term of the OMI charter will be five years from July 1, 2019 through June 30, 2024.

Attachments

The documents and materials attached to this charter petition (e.g., appendices) are for informational purposes only and are not part of the charter.

CONCLUSION

By renewing this charter renewal, OUSD will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District. We want to work together to set the highest standard for what a charter school should and can be and to support the children of OUSD and the great Bay Area in reaching their potential and achieving the heights we know they can. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Timely approval of the charter renewal petition is needed and required by law.

- OMI meets all requirements for charter renewal.
- OMI provides a safe environment conducive to learning.
- OMI has a five-year site lease.
- OMI is fiscally sound and has a sound financial plan for the future.
- OMI provides a unique educational opportunity for the youth of Oakland.
- OMI complies with applicable state, federal, and district laws and rules.
- OMI has a successful academic program with a continuous improvement plan in place.
- OMI has a responsible and effective Board of Directors.
- OMI has an effective management team, as evidenced by WASC accreditation, CCSA membership athletic league success, emergency preparedness, and food service certification.

APPENDIX A: OMI CHARTER PERFORMANCE REPORT

Appendix A: Charter Renewal Performance Report

1. How effective is your school overall?

Evaluation:	1	2	3	4	5	
	Unsatisfactory			X		Excellent

How do you know?

We know we are effective in supporting student achievement when we review the rate at which OMI students graduate, complete the University of California's A-G high school graduation requirements, and are accepted and enroll into college. Students are given the support they need to become college ready. Of OMI's newly enrolled cadets, 86 percent are reading below and significantly below grade level, yet, despite our cadets' previous low performance on a standardized exam, data demonstrates that the longer students are at OMI, the better they do in each of OMI's four pillars, academics, athletics, citizenship, and leadership. It is this holistic approach to developing leaders of character that supports OMI cadets being college ready at graduation. Table 1 demonstrates the graduation rate and the A-G completion rate pulled from OMI's student information system, Aeries. Table 2 shows OMI's tracking of college acceptance rates.

Table 24

OMI Graduation and A-G Completion Rates		
Class of	Grad Rate*	A-G
2015	97%	69%
2016	96%	71%
2017	93%	58%
2018	93%	81%
* OMI rates show graduation rates for those students enrolled their senior year.		

Table 25

OMI College Attendance Rate				
	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Percentage attending 4-year college	49%	44%	27%	Not Available
Percentage attending 2-year college	24%	24%	32%	Not Available
Percentage attending vocational/technical training	0%	0%	0%	Not Available
Percentage Enlisted in Armed Forces	1%	0%	0%	15%
Totals	75%	68%	59%	

Included as a measure of OMI's effectiveness is the number of alumni who are members of the staff. Alumni may work at OMI if they are actively seeking a college degree or have completed a college degree. Table 3 shows an increasing number of alumni staff members who work in positions ranging from College and Career Center Coordinator, Superintendents Executive Assistant, security and more.

Table 26

Number of OMI Alumni Staff Members				
2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
6	4	N/A	12	16

OMI's military program is effective in working with youth and supporting personal leadership development through mandatory cadet participation in daily formation, serviceable uniforms worn daily, and successful completion of Leaders of Character courses each year of enrollment as a pledge and cadet at OMI. The California Cadet Corps accomplishments of our cadets are a measure of OMI's success and significantly contribute to cadets college readiness.

OMI is effective at providing students the opportunity and support to take AP courses, which support their growth toward being college ready. Table 4 shows the number of students currently taking AP courses.

Table 27

2018 – 2019	
AP Course Enrollment	
Course Title	Total
AP English Literature	19
AP English Language	28
AP Spanish IV	44
AP Computer Science	4
AP Calculus AB	16
AP Calculus BC	10
AP Biology	51
AP Chemistry	16
AP Psychology	24
AP US History	24

Fifty-seven percent of OMI cadets are currently enrolled in an advanced placement course.

What are OMI's notable strengths?

- OMI's graduation rate is consistently high, over 93% for the previous 4 years.
- OMI's college acceptance rates are high for schools in large urban areas with high poverty rates. In 2017-2018, 83 percent of OMI cadets qualified for Free and Reduced Priced Lunch, and in this current school year, 2018-2019, 100 percent of our cadets receive meals at no cost covered by OMI as 86 percent of OMI cadets are designated as Socio-Economically Disadvantaged.
- OMI's mental health program provides intensive support to OMI cadets. As an example, OMI's wellness coordinator provided 1085 individual counseling sessions from September 2017 to May 2018.
- OMI's Restorative Justice teams focus on reducing the number of suspensions.
- Chronic absenteeism rate is low at 4.4 percent for 2017. Attendance is high at 95.6 percent.
- Military participation is high. Below are some highlights of the 2017-2018 school year:
    - 173 applicants attended Summer Entry Camp during the California Cadet Corps Summer Encampment at Camp San Luis Obispo. The applicants were trained by 49 OMI cadet leaders. A total of 158 prospective students completed camp for Fall 2017 enrollment.
    - 38 applicants attended on-campus Summer Entry Camp at OMI.
    - 38 completed camp for Fall 2017 enrollment.
    - 25 applicants attended on-campus Winter Entry Camp at OMI. 25 completed camp for Spring enrollment.
    - 119 students passed the pledge test with a first time Go! All remaining pledges passed on their 2nd attempt. OMI is the 17th Regiment of the California Cadet Corps. The Regiment has two battalions (the 49th and 50th), and each battalion has two companies (A and B Companies in the 49th Battalion; C and D Companies in the 50th Battalion). Subordinate echelons inside the companies are organized by grade level and class. Each of these levels of organization has corresponding cadet leadership positions with increasing responsibility and authority as cadets rise in rank and experience. Students are required to pass exams in order to rise in rank during their years at OMI.
    - 200 cadets attended three community parades, earning 1st place at the San Francisco Veterans Day Parade.
    - 107 cadets attended the Middle School Bivouac at Camp Parks.

- 45 cadets participated in the California Cadet Corps "Extreme Team Challenge" at Joint Forces Training Base Los Alamitos.
- 80 cadets attended the “Eagle Visit” parade commemorating the 50th Anniversary of San Mateo’s adopting the 101st Airborne Division.
- 35 cadets served in schoolwide formal leadership positions, and a further 30 in company-level leadership assignments.

OMI serves its students in creative ways and provides for cadets’ future successes. In this spirit, OMI has a scholarship fund (no LCFF funds used) for cadets. These monies are used to support student success after graduation. Monies are used for college applications, allowing a cadet to apply to both their dream schools and their safe schools, purchase laptops, and pay college registration, housing fees, and books. For each year students complete at OMI, they receive $200. A seven-year graduate would exit OMI with $1400 to apply to college expenses.

What are the main priorities for improvement?

OMI academic data indicate we have work to do in terms of raising student achievement, specifically in mathematics. The majority of OMI students are entering OMI far below grade level in reading as measured by our local Lexile assessment, and CAASPP data demonstrate a need for improvement in both ELA and mathematics. Our priorities are to support student academic achievement through interventions and effective classroom instruction.

To this end, OMI will take the following actions:

- Continue to assess each student’s reading skills at the beginning of the year, mid-year, and year end.
- Employ research-validated NewsELApro to improve each student’s reading skills in each grade throughout the curriculum.
- Hire one full-time intervention specialist to provide support to small groups and individual cadets to improve their reading and math skills in each grade.
- Add six instructional assistants to work with the middle school classrooms in both ELA and mathematics.
- Provide training and support for all teachers using RevolutionK12 mathematics to accurately assess each student’s skill needs and to target instruction to improve performance.
- Increase high school math department by 1.0 FTE.

2. How well is the school regarded by its students and parents?

Evaluation:	1	2	3	4	5	
	Unsatisfactory			X		Excellent

How do you know?
Responses from the Parent Cadet Associate, led by our Parent Liaison
Parent feedback with principals, our superintendent, and other administrators

What do (a) students and (b) parents most like about the school?
Parents like the following:

- Military presence on campus
- Military courtesies
- Wearing of uniforms
- OMI structure
- Small school campus
- Safe school campus
- Holistic approach to student's education

Students like the following:

- Friendly staff
- Senior privileges
- Clubs
- Leadership opportunities
- Expansion of electives
- Small school campus

What do they feel needs improvement, and what action is being taken?

- There is a need for increased consistency in the perceived enforcement of school rules. OMI has modified the organizational chart to place teams under administrators who can support consistency and accountability among staff members.
- There is a need for improvements in communication. OMI developed an action plan that began two years ago with the creation of the Parent Cadet Alliance, the addition of a loop system of communication using email, phone, and text, and sending progress reports out digitally each week in addition to being sent by mail every three weeks.

3. How well do students achieve?

		1	2	3	4	5	
Evaluation:	Unsatisfactory				X		Excellent

How do you know?

- Graduation rate
- College acceptance rate
- Military participation
- California Cadet Corps promotions for cadet leaders
- Participation in senior thesis
- Participation in senior oratorical speeches

In which subjects and grades do students do best, and why?
Cadets excel in AP Spanish, we know this because of the AP scores. For 2017 – 2018 AP Spanish scores brought OMI its highest scores with three cadets earing a score of 5 four learning a 4, and eight with a score of 3. This is because of the instructor and his knowledge of the AP exam and his teaching method which promotes retention and confidence in students.

OMI cadets excel in English because of the schoolwide focus of supporting each cadet reaching a Lexile score of 1300 or higher. While we have not yet reached that goal for every cadet, OMI has made great strides in increasing students' capacity in English.
Many of our students first enroll in OMI with skills far below grade level, based on both state and OMI assessments. Table 5 shows that 86 percent of new OMI students in grades 6 through 11 were reading at levels that are not on track for college or career. To track each student's progress throughout the year, we follow the initial reading assessment with reading assessments at the beginning of each school year, mid-year, and at the end of the school year for all cadets. We are committed to improving student reading skills in preparation for the rigors of college and the workplace. In reviewing schoolwide Lexile data, we find that we are able to support student gains in Lexile by an average of 62 points per year.

Table 28

Students Reading Level at First OMI Enrollment -- 2017-18 Levels Relative to "On Track" for College and Career								
	6th	**7th**		**9th**	**10th**	**11th**	**2th**	**All New OMI Enrollees**
Far Below	37%	33%	38%	50%	40%	50%		**39%**
Approaches	48%	56%	54%	32%	60%	50%		**47%**
Meets	11%	0%	8%	18%	0%	0%		**11%**
Exceeds	4%	11%	0%	0%	0%	0%		**3%**
otal New OMI Enrollees Assessed	108	9	13	22	5	2	0	**159**

Note: New OMI students tested within first two weeks of first enrollment.

Reviewing Achieve3000's Lexile activity scores data from 2017-2018, we find the following grades exceeded the expected growth in English and students were able to access materials at a higher Lexile level in the Achieve3000 activities database. Table 6 shows expected increase compared to actual for those grade levels accessing higher Lexile level reading materials.

Table 29

Grade Level Lexile Gains Exceeding Expected Growth 2017 - 2018		
Grade	Expected Increase	Actual Increase
7	65	92
8	56	60
9	46	102
11	27	100

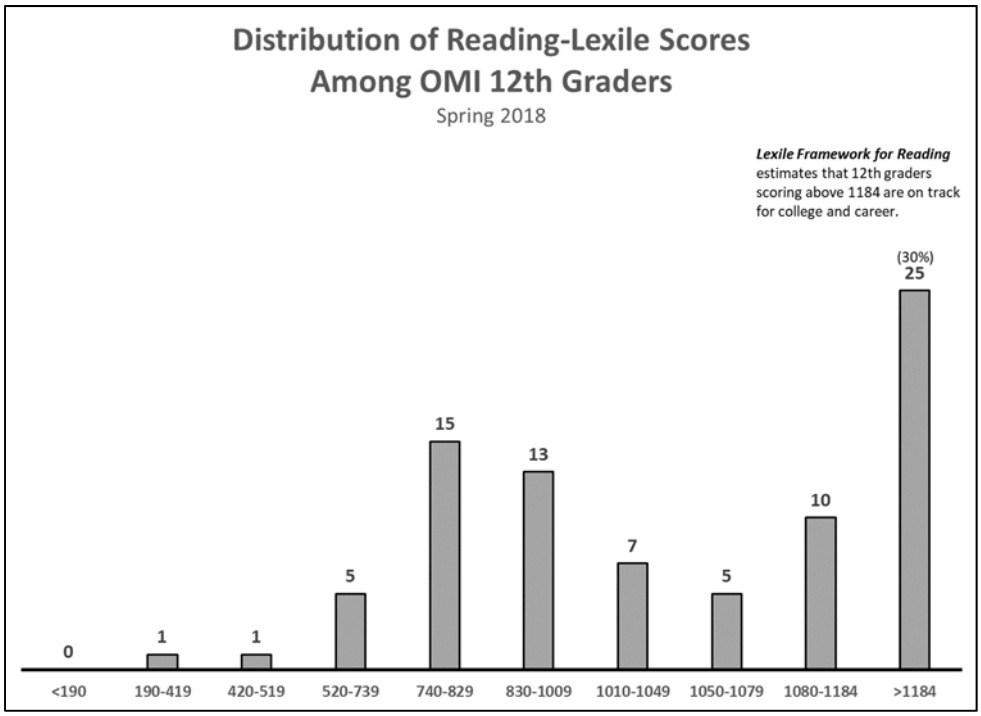
Reviewing our top performers in Lexile attainment, Table 7 shows those seniors who graduated with a 1300+ Lexile score as measured by their summative Lexile level set exam in Achieve3000.

Table 30

Percentage of 12th Grade w/Lexile Scores of 1300 +		
School Year	1300 +	Final Test Date
17 – 18	15%	May 2018
16 – 17	8%	May 2017
15 – 16	15%	May 2016

When we expand the Lexile score analysis to 1184, OMI doubles the number of cadets meeting college and career readiness as determined by the Lexile Framework for Reading. Figure 1 shows an increase in student readiness for college when we expand the Lexile score to 1184, which is a baseline for college readiness as determined by the Lexile Framework for Reading.

Figure 8



Another indication of strong performance is the English senior thesis. Seniors are required to write and present a college-level thesis to the school community. Table 8 summarized the 2017-2018 performance data, further supporting our assessment that students are achieving in English at the 12th grade level.

Table 31

2017 – 2018 Senior Thesis Performance Data			
Avg. Thesis Points Earned	Avg. Thesis Score%	Avg. Presentation Points	Avg. Presentation Score
159/200	79%	173/200	87%

In which subjects and grades is improvement needed, and what action is being taken?

Our CAASPP data and local benchmark data indicate that mathematics is the area of greatest need at all grade levels. OMI has experienced major disruptions to the mathematics program, and these disruptions have had a profound impact on student achievement.

We are tackling this need head-on, as described earlier in this report. We have expanded the mathematics faculty and added new instructors with strong mathematics backgrounds. We are expanding the use of Revolutionk12 to appropriately assess and make local, immediate data-driven instructional decisions.

Another area for concern and improvement is cadet achievement in AP Biology. We have hired a new Biology teacher and are in the process of reviewing our AP support systems and providing training to staff on AP preparation regarding best practices.

Is there evidence of differential attainment according to gender, ethnic background, or other grouping and, if so, what action is being taken?

OMI is looking more deeply into differences in achievement for subgroups and have noticed some disparities in the CAASPP for our Black and African American and Hispanic/Latino students. We are taking action to alleviate this by bringing trauma-informed care practices to OMI and ensuring OMI teachers use culturally relevant instructional practices.

The SAT Figures 2 and 3 show that OMI students are improving their SAT scores. The longer they stay with OMI, the higher they are able to score. When we look at our subgroups, we notice we have work to do with our English Learners, and we have substantial work to do with our African-American students, especially in mathematics. We now offer SAT prep courses on campus during the school day as well as after school prep two weeks prior to the exams to sharpen student skills.

Figure 9

SAT DATA

What the Benchmarks Mean

The College and Career Readiness Benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related, first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing and a benchmark for Math.

SAT College and Career Readiness Benchmarks

Evidence-Based Reading and Writing	Math
480	530

SAT 2017-2018 ACADEMIC YEAR	2016-2017	2017-2018
AVERAGE ELA SCORE	460	479
AVERAGE MATH SCORE	463	475
AVERAGE OVERALL SCORE	923	954

CLASS COMPARISON	2016-2017			2017-2018		
	COUNT OF BENCHMARK STUDENTS	TOTAL SCORES	PERCENTAGE	COUNT OF BENCHMARK STUDENTS	TOTAL SCORES	PERCENTAGE
ELA ≥ 480	23	65	35%	35	73	48%
MATH ≥ 530	14	65	22%	18	73	25%
OVERALL ≥ 1010	15	65	23%	28	73	38%

Figure 10

ELA 17-18 SUBGROUPS	Benchmark Students	Total Students	Percentage Meeting Goal
SCHOOLWIDE:	**35**	**73**	**48%**
Asian:	11	20	55%
Hispanic or Latino:	19	35	54%
Black or African American:	4	16	25%
English Learners:	3	8	38%
Economically Disadvantaged:	34	71	48%
Students with Disabilities:	1	5	20%

MATH 17-18 SUBGROUPS	Benchmark Students	Total Students	Perc Meet
SCHOOLWIDE:	**18**	**73**	**2**
Asian:	11	20	5
Hispanic or Latino:	7	35	2
Black or African American:	0	16	
English Learners:	1	8	1
Economically Disadvantaged:	18	71	2
Students with Disabilities:	0	5	

OVERALL 17-18 SUBGROUPS	Benchmark Students	Total Students	Percentage Meeting Goal
SCHOOLWIDE:	**28**	**73**	**38%**
Asian:	11	20	55%
Hispanic or Latino:	14	35	40%
Black or African American:	3	16	19%
English Learners:	2	8	25%
Economically Disadvantaged:	27	71	38%
Students with Disabilities:	1	5	20%

4. How effective is the quality of instruction, including teaching, learning and curriculum?							
Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

- OMI surveys
- Graduation rate
- College acceptance rate

Which are the strongest features of teaching and learning, and why?

- Direct Interactive Instruction Model
    - Gradual release, “I do, you do, we do”
    - Objectives posted in all classrooms
- Use of common strategies
    - SLANT
    - Classroom mode
    - Entry protocols
    - Class leaders
- Adoption of technology for use in every classroom
- Coaching model
- Professional Learning Communities
- Collaboration time for teachers

Teachers have time to meet by department as they share a common prep (e.g.: all English teachers have a planning prep during fifth period). Teachers meet in Professional Learning Communities (PLCs) to share best practices and learn from each other. The PLC time provides the opportunity to review data from formative assessments and make plans together to increase student achievement. Once baseline data is gathered (from OMI's Benchmark), PLCs can build scaffolds from the lower grades to the upper to build on knowledge from the lower grades. This time is also used to calibrate grading so that students across disciplines and across grade levels are held to the same standard. Finally, PLCs are time for teachers to work together to support students who may need extra care by entering CARE forms (discussed elsewhere in this document) or CST meetings with parents and the teaching team.

What aspects of teaching and learning most need improvement, and what action is being taken?

The OMI instructor evaluation process has been revised and will be implemented this year to support more direct formative and summative feedback for teachers.

OMI has hired a Director of Climate and Culture as well as a Director of Academic Performance for on-site coaching

5. How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:		1	2	3	4	5	
	Unsatisfactory			X			Excellent

How do you know?

- Teacher feedback

  Ms. R. Mahlke, a veteran OMI English teacher, stated that collaboration is a strong point of OMI's PD program:

  "Collaboration among teachers has been proven to have a significant impact on student achievement, so much so that it is one of the California Standards for the Teaching Profession. In my first year at OMI, I worked closely with one of the other grade level teachers, but saw a disconnect between the work we were doing in our classes and the work happening across our cadets' other classes. I saw firsthand how collaboration supports the cadets, while a lack thereof harms them. Since then, I have been fortunate to be a part of a very collaborative team. The 8th grade team meets regularly to ensure we are supporting the cadets in the best way possible. Through collaboration, we are able to enforce consistent standards and expectations across all of the classrooms. We use the same systems, so cadets always know what is expected of them and we are able to hold them to a high standard. This collaboration has yielded significant gains in cadet achievement because there is no classroom where they are allowed to slack off or slip up. I also feel that I am better equipped to deal with behavioral issues in my classroom because I'm aware of what is happening with a particular cadet in other classrooms, as well as at home. Overall, working collaboratively within a team is in the best interest of both the instructors and the cadets and provides the best possible opportunity for cadets to succeed."

- Informal classroom observations that reflect the PD learning being implemented effectively

Which are the strongest features of professional development, and why?

- Collaboration among different OMI teams
- Weekly PD meetings
- Beginning of school year PD
    - Three-day new staff orientation PD
    - Week-long all staff PD event

How are professional development activities selected and evaluated?

- Staff input
- Mandated trainings (safety, HR, etc.)
- Administrative decisions based on school focus and priorities

OMI is developing a more robust system for evaluating PD events. We are beginning to use Google Survey more effectively and will continue to do so to gather better and more data-driven feedback.

6. How effective is the assessment of student learning?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

OMI has access to a variety of data that support our work with students.

What are the strongest features of assessments?

The strength of our assessments is that we try to get to the question of whether or not students are growing. We understand they may not come to us at grade level, but we feel that it is our responsibility to get them from where they are to where they need to go, particularly in assessments such as the SAT and PSAT that will have a greater benefit for different opportunities.

In our local assessments, we look at the data at the standards level. We distribute reports designed to help teachers adapt instruction and reteach when necessary.

What aspects need improvement, and what action is being taken?

- Improvement in our training and use of current technology and resources
    - Revolutionk12
    - Mastery Connect
    - YUP tutoring app
- Increased time on data analysis and continued training of staff on effective use of data

7. How effective are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. representation of English Learners, students with disabilities, or of homeless status)?

Evaluation:		1	2	3	4	5	
	Unsatisfactory					X	Excellent

How do you know?

- OMI's population is significantly diverse. We accept any student who wants to attend OMI regardless of background. Table 9 shows our diverse student body.

Table 32

Demographic Profile	
Hispanic	57%
African American	19%
Asian	18%
White	4%
Multiple	1%
Pacific Islander	0.3%
Male	59%
Female	41%
Free and Reduced Lunch	83%
English Language Learners	22%
Foster Child	1%
Homeless	0.4%
Total "Unduplicated" Percentage	85%

OMI has a diverse staff that is growing in its representation of its cadets, which helps in recruitment of a diverse student population. Table 10 shows OMI self-reported staff diversity for 2018-2019.

Table 33

Demographic Profile OMI Staff 2018 - 2019	
Hispanic	16%
African American	34%
Asian	9%
White	29%
Race - Decline to State	9%
Pacific Islander	3%
Male	43%
Female	56%
Gender - Decline to State	1%

What are the strongest aspects of the efforts to recruit a diverse student population?

- For the 2018-2019 school year, we participated in Enrolloak.org., which allowed families speaking languages other than English to access our materials with the support they needed to fill out our registration documents correctly and understand the lottery procedure.
- During the application process, Enrollaok.org was able to suggest our school as a viable option for families, thus improving our visibility as a school of choice in Bay Area communities.
- OMI attended parent meetings, events, local neighborhood fairs, etc. at different locations and schools across the Bay Area.

What aspects need improvement, and what action is being taken?

OMI is very diverse. No action needs to be taken in this area.

8. How effective are the leadership and management of the school?							
Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

- Staff survey
- Teacher retention

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

- Principals supervise all instructional staff.
- Principals facilitate grade level and content area PLC meetings.
- Principals serve as coaches for implementation of OMI curriculum and DII model of instruction with support from a newly added Director of Culture and Climate and Academic Performance.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

- Individual coaching plan
- Peer coaching
- Outside professional development
- Internal training
- FRISK documentation model when more structured support and HR involvement are warranted
- Full integration of military and academic programs resulting from OMI's strategic restructuring of its organizational chart

Which aspects of leading and managing the academic performance of the school work best, and why?

- Use of the team model
- Restructuring of the organizational chart to increase supervision and accountability
- Additional administrators added to increase level of management and support for all staff

9. How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

OMI has a full-time Parent Engagement Officer to communicate with parents and encourage their participation and engagement in the school. The Parent Engagement Department holds parent meetings and trainings three to four times a month to inform and involve parents. The

College and Career Center also holds meetings and events for parents to learn about college and career topics.

Which are the strongest features, and why?

There are two parent groups on campus: the Parent Cadet Alliance and the School Site Council. These groups meet monthly and give the parents a voice in the school. The Parent Cadet Alliance plans social events for parents including a BBQ, multi-cultural dinner, and picnic. This group also plans holiday lunches for teachers and coordinates Teacher Appreciation Week.

What most needs improvement, and what action is being taken?

Although there are many opportunities provided, the meetings and trainings are not always well attended. Communication and advertisement of each meeting and event need to be ramped up. This school year, the events will be planned well in advance and communicated through every avenue possible. This will include phone calls, emails, flyers, announcements, and in person. Students will earn school service hours if they have a parent/guardian attend the meetings and events.

OMI needs to increase its efforts in using surveys to gather information from parents.

10. How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

The increased focus on data in all areas of the OMI community
The addition of two FTE data focused positions at OMI: Director of Academic Performance and a Data Coach

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

OMI conducts regular data analysis in whole groups but more often with smaller groups of the OMI community. The small group approach supports high understanding and ultimately has a

bigger impact on making data-driven decisions as a whole school but also for teams around campus.

- OMI engages in data analysis with a wide array of stakeholders:
    - OMI Whole School Community
    - Board Meetings
    - Grade Level Teams
        - Middle School
            - 6^{th} – 8^{th}
        - High School
            - 9^{th} – 12^{th}
    - OMI Teams
        - Subject Areas
        - Resource
        - Mental Health
        - High School Team
        - Middle School Team
        - Military Team
        - College and Career Team
        - Leadership Team
        - Parent Cadet Advisory Team
- OMI reviews the following data with the various stakeholders:
    - CAASPP
    - Lexile Level upon Entry
    - Demographic Profile of OMI Cadet
    - Lexile Scores
        - Entry
        - Beginning Assessment (yearly)
        - Mid-year Assessment (yearly)
        - Summative Assessment (yearly)

        - Lexile Growth
    - AP Scores
    - PSAT/SAT
    - High School Graduation Rate
    - College Acceptance Rate
    - Attendance
    - CELDT/ELPAC
    - On Track to Graduation
    - Course Grades and Attendance

Describe how the school is training administrators and teachers to understand and use assessment data.

OMI began training teachers to review both class level data and schoolwide data, specifically Lexile data using class level and grade level reports from the online reading support tool Achieve3000. Training occurred during academic team meetings. To facilitate the interactions with data, staff were trained and used the following questions in reviewing data reports from Achieve3000. These conversations led to the creation of Lexile success posters for each grade level.

1. What does the data say?
    a. What pops out at you?
    b. What questions do you have as you review the data?
2. What does the data mean?
    a. What trends do you notice?
3. Why does it matter?
    a. Are you thinking of solutions/idea/lessons as you review the data?
4. Who is the audience that will use the results from the analysis?
5. How will the results be used?
6. What questions will the audience have about our analysis?

To what extent are parents and students informed of student performance data individually and schoolwide?

- OMI developed an action plan that began two years ago with the creation of the Parent Cadet Alliance and the addition of a loop system of communication using email, phone

and text, and sending progress reports out digitally each week in addition to sending them by mail every three weeks.

- Parent Bulletins are sent weekly with a variety of information, including performance data.
- Teacher websites provide access to quick overview of assignments and teacher contact information
- The Aeries Parent Portal provides access for students and parents 24 hours a day.

What most needs improvement, and what action is being taken?

The biggest challenge is that communication with parents is not collaborative. It is mostly informational from the school level. OMI through its parent engagement program seeks to change this by better publicizing the above communication opportunities.

11. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:		1	2	3	4	5	
	Unsatisfactory					X	Excellent

How do you know?

- Students are meeting their IEP goals.
- Students are graduating with diplomas and being promoted to the next grades.
- Students are coming to us from a more restrictive educational environment and are being effectively served in a less restrictive environment.

Indicators that support this evaluation are the following:

- IEP documentation showing that students are meeting their goals
- SCAI review and other local surveys
- Attendance data
- Behavior data

Which are the strongest features, and why?

- Increased communication
- High availability of counseling provided
- Push-in support for students with disabilities and advisory with their case manager for support
- Homework help available after school
- Scheduled office hours offered by all teachers
- Academic support services for students with F's as well as study hall

These are OMI's strongest features because they provide a holistic approach as well as ensuring that the child has the support they need both in class and at other times.
What most needs improvement, and what action is being taken?

There is a need to develop a continuum of services:

- Follow up with students who are absent on the days of assessments and provide a scheduled time and place to finish their assessments.
- Identify students who have chronic absenteeism and hold meetings with their families to see if the family needs support in getting the student to school and to stress the importance of consistent daily attendance.
- Work with mental health and wellness coordinator to prepare students with tools they can use to reduce anxiety.
- Cross-check student IEPs with testing accommodations to ensure students' IEPs are being upheld.
- Train math teachers in direct instruction so they can support students in their general education classes.
- Have teachers conduct interim assessments to gauge student growth, familiarize students with the assessments, and identify students who need additional support.
- Create targeted intervention classes that focus on academic skill improvement and study skills.
- Continue training for math teachers and add in opportunities for coaching.
- Collaborate by grade levels to build opportunities to do cross-curricular skill building.
- Create the school calendar to indicate appropriate times to do interim assessments schoolwide.
- Add an Intervention Specialist to provide targeted support in mathematics and English.

ELL Support

A significant portion of the OMI community members are considered English Learners. These students and their families self-identify as speaking a language other in English in their homes, and we provide the services they need to better integrate into the OMI community and American society.

- As an institution, we offer EL students English Language Development classes using a Structured-English Immersion model.
- The mission of the ELD department is to provide Common Core standard-based instruction that empowers EL students with the tools and language to better function in a mainstream classroom with their peers for whom English is their first language.
- Support our EL students' attainment of OMI's goal of being college and career ready.

Where remedial intervention or English as a Second Language development is needed, OMI will provide appropriate instruction and monitoring in an effort to bring the student up to grade level performance. Wherever appropriate, the OMI will keep these students in classrooms of grade-level achievers, providing additional in-class support. During mandatory study halls and elective periods, these students will receive one-on-one or small group tutoring as appropriate, using text and materials that complement their individualized exit strategy plans. To the extent permitted by law, it is OMI's intent to challenge all students, including those with special needs, in a rigorous college preparatory environment.

OMI's process for diagnosing our EL students is effective, it follows a protocol that beginning with early identification:

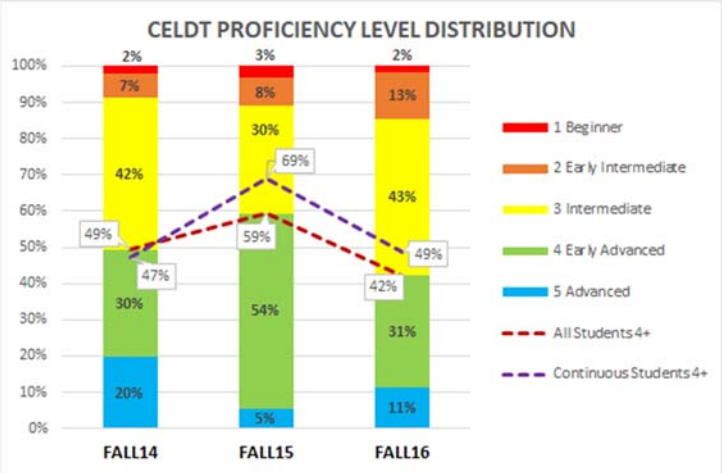
- Students register and take the Home Language Survey in which they report if there is a language other than English spoken in the home.
- Based on their responses a revision of all new students in CALPADS occurs where OMI identifies which students are ELs, and those with no history in CALPADS are flagged for the ELPAC initial assessment.
- During this time, if a teacher identifies a student who needs ELD services, we immediately transfer that student. If the student is EL but no teacher raises concern, we wait until the end of the first quarter and after the initial ELPAC to have a conference with the ELA teacher. If the teacher reports that the student is successful, the student can stay in the mainstream class and be re-evaluated at the end of the semester. If the student is not currently successful in the mainstream classroom, the student is transferred to the appropriate ELD class.

- In February, all EL students take the ELPAC. They must reach a level of moderately developed to be reclassified, as well as have a 2500 scale score on the ELA CAASPP or read at grade level based on our local assessments.
- After the year ends and we receive all the pertinent test score information, OMI reclassifies students who meet our requirements.

ELD Progress

- School has strong reclassification rates in 3 of the last 4 years. Specifically, 11% in 2017-18, 18% in 2016-17, and 25% in 2014-15. Figure 4 demonstrate student annual CELDT overall proficiency level over the past three years distinguishing total population from those students who have been continually enroll at OMI for at least two years.

Figure 11



12. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

- OMI's CARE program provides strong, focused support for all students including those listed above.
- We conduct frequent assessments of Lexile level.
- Progress reports are provided every three weeks.
- Teachers refer students (underperforming, high achieving, those in crisis, etc.) through the CARE program, which provides referrals to interventions or other opportunities for student academic achievement.

Which are the strongest features, and why?

- The OMI CARE program provides routine interventions for all students.
- Students with disabilities share an advisory period at the beginning of the day that supports daily goal setting and check in with staff to ensure readiness for the school day.
- The expansion of our Restorative Justice program serves to decrease suspensions and increase student time on task in class.
- The College and Career Center ensures individual meetings with all 11th and 12th graders for college planning.
- The College and Career Center college field trips at all grade levels build a strong college-going culture.
- The process for diagnosing our EL is outlined in the question

What most needs improvement, and what action is being taken?

Providing the best long-term intervention support to all students is always a goal for OMI. OMI cadets experience significant trauma in their lives, which impacts their ability to reach their academic potential. We are continuing to improve our model to increase access to mental health, academic interventions, and other support services. In addition to the actions listed previously in this report, additional actions include:

- End of the school year meetings with College Cadet Services and Special Education to ensure students are on graduation track and taking appropriate classes for their needs based on their IEP graduation plan

- Quarterly check-ins between special education case managers and general education teachers about students with IEPs to ensure student goals, accommodations, and services are being upheld
- The creation of focused reading and math supports for struggling students (based on Lexile scores) to help them access the general education material
- Restructuring of the cadet services team to become the College and Career Center to expand and refine its focus and include academic and college advising for all students.

13. How effective is the governing board of the school?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?
Our Governing Board consistently makes decisions to support the growth of our school. They have approved and supported the creation of our scholarship program, expanded the footprint of our facilities, and allowed for the reorganization of our school to better serve our cadets.

Describe the process for selecting your governing board members. List all current board members and board committees and provide a current resume for each individual as an attachment to this report.

Board members are selected by referrals when openings occur. Military understanding and affiliations are ensured by the presence of two senior National Guard officers and a former Coast Guard Vice Admiral. Other skill sets are represented by the Chief Financial Officer of the Golden Gate Bridge Agency, the former CEO of a local community bank, a former director of a state educational organization for at-risk youth, the CEO of a Silicon Valley technical training company, a former teacher, a lawyer, and a corporate business executive.

How effectively does the governing board work with the school leaders and parents?

The Board's focus is to work through the Superintendent and her staff. Parent interaction occurs primarily at graduation, quarterly "Pass In Review" ceremonies, and athletic events.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

Typical roles include budgetary oversight, direction on facilities planning, and major personnel decisions. The Board is particularly interested in the measurement of student success, which include better tracking of students post-graduation and development of methodology to assess the development of students over time, rather than static reports of 6th, 7th, 8th, and 11th-grade assessment results.

What are the notable features of the governing board in the school?

Engagement of the National Guard leadership through the Commandant and with the civilian staff is unique.

What aspects of the governing board most need improvement, and what action is being taken?

Fundraising should be diversified and made more sustainable. We plan to establish a foundation for that purpose.

14. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				X		Excellent

How do you know?

We have created a parent engagement position to lead parent involvement and education. We have developed an active School Site Council and Parent Group. We have established “Coffee with the Principal” and community/neighborhood meetings. We also use surveys and have an open door policy for stakeholders to communicate with the leadership. Parents often address the Board at Board meetings, and Board members attend several school events each year that give stakeholders access to them.

Which are the strongest features, and why?

Our strongest features are our newest initiatives. The parent participation has grown since we created a dedicated staff member to coordinate parent engagement. We have also seen a growth of participation in our School Site Council Meetings.

What most needs improvement, and what action is being taken?

We need to continue to find ways to encourage direct communication with our Board and our stakeholders beyond public comment. We have invited staff, parents, and cadets to regularly report to the Board during the superintendent's update/oral reports.

15. How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:		1	2	3	4	5	
	Unsatisfactory					X	Excellent

How do you know?

- OMI has a healthy reserve in its account
- OMI's current budget demonstrate a strong attention to details and fiscal accountability.

Describe what policies are in place to ensure fiscal soundness and legal compliance.

Fiscal policies are in development with a projected completion date of August 22, 2018. The policies will govern school credit card use and financial responsibilities when traveling or at the school. Legal advice and compliance can be sought directly from our team of attorneys.
As the Chief Financial Officer of the school, I am in direct contact with the fiscal and legal matters of the institution. The strongest features are having a group of attorneys who are easy to speak with and from whom OMI receives advice. Another strength is having a strong CFO to help ensure there are controls on spending.

What most needs improvement, and what action is being taken?

The most needed improvement is to have fiscal policies in place. The fiscal policies are in development now and will be in place by August 22, 2018.

16. What are the most significant aids and/or barriers to raising student achievement?

Which are the strongest features, and why?

- Collaboration of teachers who work together in the best interest of the student
- Supportive staff
- Restorative Justice
- Mental health services
- Free lunch program
- College and Career Guidance and supports including assistance with scholarships and filling out FAFSA and college applications
- CARE program
- Cadet Success Team
- Organization reorganization
- Use of data in our instructional decisions
- Our core values
    - Every child can learn, just not on the same day or in the same way.
    - Success breed success.
    - We control the conditions of success.

These are only some of the strong features that OMI has that support student success. OMI exists to serve its students meeting them where they are and challenging them as a community to reach their highest potential.

What most needs improvement, and what action is being taken?

- Mathematics instruction
    - Hiring new instructors
    - Training current instructors in best practices
    - Training staff in use of better assessment tools
    - Adding six instructional assistant to the middle school classrooms
- Continued improvement of Lexile gains for all cadets
    - Hiring an intervention specialist
    - Adding six instructional assistant to the MS classrooms

- Continued focus on consistency in academic program
    - Developing supportive block schedule
    - Providing PD in researched-based instructional strategies
    - Continuing to support DII mode of instruction
    - Adding an administrative position focused on academic improvement
    - Improving our AP program through training

Student engagement is a significant factor in raising student achievement. When teachers utilize the tools/skills they learn from professional development, both personal and schoolwide, the students are more interested and continue to thrive. Teachers and staff embrace, respect, and support the diversity that our students bring with them to school every day. We have high expectations for our students, and we know that not every child grows and learns in the same way or at the same time. OMI is a safe place. Our students feel comfortable here, they respect the rules and structure, and they understand the importance and relevance of our four pillars (Academics, Leadership, Citizenship, and Athletics), and strive to embody the principles therein.

Charter Renewal Data Document

Financial Information (for Year 5 of current charter term)

Total Operational Budget	11,458,312	Per Student Revenue	14,615
Total Expenditure	11,371,282	Expenditure Per Student	14,504
Balance brought forward from previous year	(47,422)	Projected balance carried forward to next year	87,030

Special Populations *(for each year of current charter term)*

Subgroup	Number of Enrolled Students in Subgroup					Percent of Enrolled Students in Subgroup				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
FRPM-Eligible/ Economically Disadvantaged	543	523	246**	525	609	82%	81%	40%**	77%	85%
English Learners	136	93	109	135	154	21%	14%	18%	20%	21%
Students with Disabilities	55	47	40	49	77	8%	7%	7%	7%	11%

** If official data for this year is not yet available, please provide the most updated unofficial number.*

*** OMI misreported data to CalPads resulting in and error in certification*

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	4	14	17	40	37	1%	2%	3%	6%	5%
Students who left the school other than at the usual time of leaving	153*	46	38	76	51	21%	7%	6%	11%	7%

** Enter most recent data available.*

Enrollment and Attendance (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment*	663	646	616	683	719
Attendance Rate**	96.18	94.52	95.6	93.73	96.81

** As of CBEDs census date. For Year 5, if CBEDs census data has not yet passed, enter most recent enrollment data available.*

*** Enter year-end attendance rate. For Year 5, enter attendance rate to date.*

Enrollment (for Year 5 of the current charter term)

Subgroup	**Number** Enrolled	**Percent** of Total Enrollment
Asian	120	17%
Black or African American	136	19%
Filipino	10	1.4%
Hispanic or Latino	413	57.4%
Native American or Alaskan Native	1	0.1%
Native Hawaiian or Pacific Islander	2	0.3%
White	26	3.6%
Two or More Races	10	1.4%
Not Reported	1	0.1%
Male	388	54%
Female	295	46%
Homeless Students	5	0.7%

Discipline (for Year 4 of the current charter term)

Subgroup	# of Suspensions	# of Expulsions
Schoolwide	112	0
Asian	3	0
Black or African American	42	0
Filipino	0	0
Hispanic or Latino	51	0
Native American or Alaskan Native	6	0
Native Hawaiian or Pacific Islander	5	0

White	0	0
Two or More Races	0	0
Not Reported	0	0
Male	92	0
Female	20	0
Homeless Students	0	0
English Learners	23	0
Students with Disabilities	35	0

Lottery/Waitlist Information

In 2014-2015 and 2015-2016 we did not have a lottery or waiting list. We accepted all students that applied to OMI.

Year of Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist
Year 5 2018 - 2019	3/05/18	6	236	105	7
		7	107	14	57
		8	83	27	9
		9	215	18	138
		10	74	4	43
		11	56	12	2
		12	20	3	7

Year of Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist
Year 4 2017 - 2018	3/30/17	6	193	125	68
		7	74	19	55
		8	64	17	47
		9	113	38	75
		10	51	12	39
		11	28	0	28
		12	6	0	6
Year 3 2016 - 2017	5/4/16	6	116	104	12
		7	33	25	8

Graduation Information (High Schools only)

	Year 1 14 - 15	Year 2 15 - 16	Year 3 16 - 17	Year 4* 17 - 18
Cohort Graduation Rate	85%	91.3%	96%	93%
Cohort Dropout Rate	11.3%	4.3%	4%	4%

** If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.*

Post-Graduation Plans (High Schools only)

	Year 1 14 - 15	Year 2 15 - 16 Enrollment Data	Year 3 16 - 17 Enrollment Data	Year 4 17 - 18 Acceptance Rate
% attending 4-year college	49%	44%	27%	64%
% attending 2-year college	24%	24%	32%	21%
% attending vocational/technical training	Not Available	Not Available	Not Available	Not Available
% joined military	1%	Not Available	Not Available	15%
% working exclusively	Not Available	Not Available	Not Available	Not Available

Teacher Recruitment/Retention (for each year of current charter term)

Moving into admin position, loss of teachers because of housing market in bay	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	33	35	35	39	41
# of new classroom teacher hires	15	11	19	10	20
# of classroom teachers retained from prior year	18	24	16	29	21
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	2	3	3	4	NA
# of currently vacant classroom teaching positions (FTEs)					

ELA SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)

Please note, data is only required for subgroups that had at least 11 students with ELA SBAC scores for a given year.

Subgroup	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Schoolwide	38%	38%	34%	33%
Asian	59%	59%	51%	55%
Black or African American	32%	37%	32%	30%
Filipino				
Hispanic or Latino	32%	32%	30%	28%
Native American or Alaskan Native				
Native Hawaiian or Pacific Islander				

White		45%	12%	
Two or More Races				
English Learners	8%	7%	6%	6%
Students with Disabilities	10%	13%	19%	4%
Economically Disadvantaged	34%	36%	32%	32%

Math SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term) Please note, data is only required for subgroups that had at least 11 students with Math SBAC scores for a given year.

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	30%	23%	14%	17%
Asian	68%	56%	42%	52%
Black or African American	20%	17%	7%	10%
Filipino				
Hispanic or Latino	20%	15%	6%	8%
Native American or Alaskan Native				
Native Hawaiian or Pacific Islander				
White		22%*	6%*	
Two or More Races				
English Learners	10%	3%	3%	1%
Students with Disabilities	10%	4%	0%	0%
Economically Disadvantaged	11%	7%	4%	16%

MPOs and LCAP Goals

Measurable Pupil Outcomes (MPOs)

Insert the MPOs for the charter term under review (i.e. 2014-15 thru 2018-19). If the Collective MPOs were adopted, this section should include two sets of charts.

If the Collective MPOs were adopted starting for 2015-16. The first chart should include the data for the former MPOs for the first year of the charter term (2014-15). For each MPO in this chart, include an analysis as to whether the goals were "met" or "not met" and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please indicate as much and provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate "no longer available/given". If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

The second chart should include the data updates for the Collective MPOs for the subsequent years of the charter term (i.e. 2015-16 thru 2018-19). Some data may not yet be available for 2018-19, but please **be sure to include <u>all available data</u> for each year**.

For MPO's for 14–15 and 15-16, please see LCAP MPO section

ELA CAASPP ANNUAL UPDATE

1. **By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by:**
   a. **at least [amount 1] percent or**
   b. **achieve a level of [amount 2] percent**

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
OVERALL % CHANGE FROM PRIOR YEAR	**1. 12%**	-4%	-1%			
OVERALL % SCORING ≥ 3 MET STANDARD	**2. 50%**	34%	33%			

2. **By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by:**
   a. **at least [amount 1] percent or**
   b. **achieve a level of [amount 2] percent.**

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
ASIAN % CHANGE FROM PRIOR YEAR	**1. 5%**	-8%	4%			
ASIAN % SCORING ≥ 3 MET STANDARD	**2. 64%**	51%	55%			
ENGLISH LEARNER % CHANGE FROM PRIOR YEAR	**1. 13%**	-1%	0%			
ENGLISH LEARNER % SCORING ≥ 3 MET STANDARD	**2. 20%**	6%	6%			
HISPANIC/LATINO % CHANGE FROM PRIOR YEAR	**1. 18%**	-2%	-2%			
HISPANIC/LATINO % SCORING ≥ 3 MET STANDARD	**2. 50%**	30%	28%			
BLACK/AFRICAN AMERICAN % CHANGE FROM PRIOR YEAR	**1. 13%**	-5%	-2%			
BLACK/AFRICAN AMERICAN % SCORING ≥ 3 MET STANDARD	**2. 50%**	32%	30%			

ECONOMICALLY DISADVANTAGED % CHANGE FROM PRIOR YEAR	**1. 5%**	4%	0%			
ECONOMICALLY DISADVANTAGED % SCORING ≥ 3 MET STANDARD	**2. 40%**	32%	32%			
STUDENTS WITH DISABILITIIES % CHANGE FROM PRIOR YEAR	**1. 5%**	7%	-15%			
STUDENTS WITH DISABILITIIES % SCORING ≥ 3 MET STANDARD	**2. 30%**	19%	4%			

MATH CAASPP ANNUAL UPDATE

3. **By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the MATH portion of the SBAC by:**
   a. **at least [amount 1] percent or**
   b. **achieve a level of [amount 2] percent**

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
OVERALL % CHANGE FROM PRIOR YEAR	**3. 17%**	-8%	+3%			
OVERALL % SCORING ≥ 3 MET STANDARD	**4. 40%**	14%	17%			

4. **By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the MATH portion of the SBAC by:**
   a. **at least [amount 1] percent or**
   b. **achieve a level of [amount 2] percent.**

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
ASIAN % CHANGE FROM PRIOR YEAR	**1. 10%**	-14%	10%			
ASIAN % SCORING ≥ 3 MET STANDARD	**2. 66%**	42%	52%			
ENGLISH LEARNER % CHANGE FROM PRIOR YEAR	**1. 10%**	0%	-2%			
ENGLISH LEARNER % SCORING ≥ 3 MET STANDARD	**2. 13%**	3%	1%			
HISPANIC/LATINO % CHANGE FROM PRIOR YEAR	**1. 10%**	-9%	2%			
HISPANIC/LATINO % SCORING ≥ 3 MET STANDARD	**2. 25%**	6%	8%			
BLACK/AFRICAN AMERICAN % CHANGE FROM PRIOR YEAR	**1. 10%**	-10%	3%			
BLACK/AFRICAN AMERICAN % SCORING ≥ 3 MET STANDARD	**2. 27%**	7%	10%			
ECONOMICALLY DISADVANTAGED % CHANGE FROM PRIOR YEAR	**1. 5%**	-7%	3%			
ECONOMICALLY DISADVANTAGED % SCORING ≥ 3 MET STANDARD	**2. 20%**	13%	16%			

STUDENTS WITH DISABILITIES % CHANGE FROM PRIOR YEAR	**1. 5%**	-4%	0%			
STUDENTS WITH DISABILITIES % SCORING ≥ 3 MET STANDARD	**2. 10%**	0%	0%			

LEXILE ANNUAL UPDATE

5. Each year, [amount 1] percent of students will increase [amount 2] on the [ELA/Reading Assessment] or achieve proficiency.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
OVERALL % CHANGE FROM PRIOR YEAR	**1. N/A**	8%	-8%			
OVERALL % SCORING ≥ 100 POINTS	**2. 70%**	35%	27%			

6. Each year, for each [statistically significant student group],*[amount 1] percent of students will increase [amount 2] on the ELA/reading assessment or achieve proficiency.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18[2]	18-19	19-20	20-21
ASIAN % CHANGE FROM PRIOR YEAR	**1. N/A**	11%	-12%			
ASIAN % SCORING ≥ 100 POINTS	**2. 70%**	45%	33%			
ENGLISH LEARNER % CHANGE FROM PRIOR YEAR	**1. N/A**	2%	-8%			
ENGLISH LEARNER % SCORING	**2. 70%**	32%	24%			

≥ 100 POINTS						
HISPANIC/LATINO % CHANGE FROM PRIOR YEAR	**1. N/A**	5%	-9%			
HISPANIC/LATINO % SCORING ≥ 100 POINTS	**2. 70%**	33%	24%			
BLACK/AFRICAN AMERICAN% CHANGE FROM PRIOR YEAR	**1. N/A**	13%	-8%			
BLACK/AFRICAN AMERICAN % SCORING ≥ 100 POINTS	**2. 70%**	33%	25%			
ECONOMICALLY DISADVANTAGED % CHANGE FROM PRIOR YEAR	**1. N/A**	7%	-11%			
ECONOMICALLY DISADVANTAGED % SCORING ≥ 100 POINTS	**2. 70%**	36%	25%			
STUDENTS WITH DISABILITIES % CHANGE FROM PRIOR YEAR	**1. N/A**	NA	-13%			
STUDENTS WITH DISABILITIES % SCORING ≥ 100 POINTS	**2. 70%**	38%	25%			

1. Achieve 3000 began in 12/2015; data reflects ½ year usage.
2. This data does not match what was submitted for 16-17. This data only reflects growth between Level Set assessment scores.

ELD ANNUAL UPDATE
7. Each year, [amount 1] percent of ELs will improve one overall proficiency level on CELDT/ELPAC.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18[1]	18-19	19-20	
% OF ELs IMPROVING ≥ 1 PROFICIENCY LEVELS	**1. 80 %**	29%	NA			

1. California switched to new assessment: ELPAC.

ATTENDANCE ANNUAL UPDATE

8. Each year, have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	
OVERALL % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 5%**	5.1%	4.4%			

9. Each year, for each [statistically significant student group],*have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
ASIAN % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 0%**	1.7%	0%			
ENGLISH LEARNER % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 0%**	6.1%	4.2%			
HISPANIC/LATINO % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 5%**	7%	6.9%			

BLACK/AFRICAN AMERICAN % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 5%**	2.9%	2.2%			
ECONOMIC DISADVANTAGED % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 5%**	4.7%	8.2%			
STUDENTS WITH DISABILITIES % OF STUDENTS WITH ≥ 10% ABSENCES	**1. 5%**	8%	3.8%			

1. OMI switched SIS; some data was lost. This data comes from a previous MPO submission.

FAMILY AND STUDENT SURVEY ANNUAL UPDATE

10. Each year, [amount 1] percent of students and families positively rate school safety.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18*	18-19	19-20	20-21
% OF STUDENTS	**1. 80 %**	75%	Survey did not yield sufficient number of participants			
% OF FAMILIES	**1. 80 %**	NA	NA			

11. Each year, [amount 1] percent of students and families positively rate academic instruction.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21

% OF STUDENTS	**2. 80 %**	75%	Survey did not yield sufficient number of participants			
% OF FAMILIES	**2. 80 %**	NA	NA			

12. Each year, [amount 1] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
% OF STUDENTS	**3. 80 %**	67%	Survey did not yield sufficient number of participants			
% OF FAMILIES	**3. 80 %**	NA	NA			

GRADUATE ANNUAL UPDATE

13. Each year, OMI will achieve a High School cohort graduation rate of at least [amount 1] percent.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	20-21
OVERALL GRADUATION RATE	**1. 95 %**	96%				

14. Each year, for each statistically significant student group,* achieve a High School cohort graduation rate of at least _____.

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18	18-19	19-20	

ASIAN GRADUATION RATE	**1. 100 %**	100%				
ENGLISH LEARNER GRADUATION RATE	**1. 93%**	87%				
HISPANIC/LATINO GRADUATION RATE	**1. 95%**	96%				
BLACK/AFRICAN AMERICAN GRADUATION RATE	**1. 93%**	71%?				
ECONOMICALLY DISADVANTAGED % GRADUATION RATE	**1. 95%**	96%				

Local Control and Accountability Plan (LCAP) Goals

In regard to the school's LCAP goals that have been in place, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

LCAP Evaluation

Based on our review of student and school performance, we focus our LCAP on improving academic performance, increasing positive campus culture, and inspiring all students with more culturally relevant and engaging experiences.

As shown earlier in this document, students arrive at OMI with reading skills below those necessary to succeed in college and career. They have scored below

standards on the states English Language Arts and mathematics assessments and while In response, OMI will:

1. Use our reading assessment more effectively to better attend to each student's learning needs. To this end, we will expand training of teachers in assigning readings to students that are appropriate for their reading levels—challenging but not frustrating the students.

2. Better assess students in mathematics using Revolution k12 assessment and target instruction to individual-student instructional needs by lowering teacher student ratio through the addition of six instructional assistants in the middle school classrooms. OMI will expand the training of teachers in using Revolution k12 and build the capacity of our mathematic department through explicit training in research-based strategies.

3. Building on OMI's use of data to make instructional decisions through teacher collaboration with district level staff including the Director of Academic Performance and the Data Officer.

Previous LCAP Goals with update. Prior to the current year LCAP the school used the MPO's as the goals, which can be found below.

OMI's MPO's for the years 2014 – 2015 and 2015 – 2016, prior to the adoption of the collective MPO's.

Measurable Pupil Outcomes	Instrument	Target	Progress 2014-15	Goal Met? Why/ Why Not	Progress 2015-2016	Goal Met? Why/Why Not
OMI will ensure that 100% of teachers are appropriately assigned and fully credentialed, and every pupil has access to standards-aligned		100% of teachers will be fully credentialed for all teaching assignments. 100% of students will have in-school	*100% teacher fully credentialed. Classroom sets of textbooks available. Facilities updated and repairs ongoing		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

instructional materials, and school facilities are maintained in good repair.		and at-home access to standards-aligned instructional materials. 100% of the school's facility components will be maintained in good repair.				
OMI will implement Common Core State Standards for all students, including English language learners.	OMI will adopt curriculum materials aligned with the CCSS as those materials become available. All academic courses will create curriculum guides/maps that align with the CCSS and include specific measures	By the end of the 2014-2015 school year, every teacher and student will have access to CCSS aligned instructional materials in ELA and Math. As CCSS are adopted in Science and History/Social Science	*CCSS Materials available Course guides and maps have been developed by departments. Certificated staff participated in one week of staff development on CCSS and instructional strategies.		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

	to meet the needs of English learners and all other numerically significant subgroups. Robust professional development will be provided to all teachers on CCSS implementation and strategies to support ELs and all other numerically significant subgroups.	(and other subjects) OMI will ensure teachers and students have access to aligned instructional materials within one academic year. A minimum of 20 hours per school year of CCSS-Aligned professional development will be provided for each OMI teacher. 100% of OMI courses in Math and ELA/ELD will have curriculum guides/maps developed				

		and implemented by the end of the 2014-2015 academic year.				
Every parent will be involved in all four of OMI's pillars for their child and will feel welcome to participate in the governance of the school.		• At least 20 or 25 platoons will be represented at all PAC meetings. • At least 10 parents will attend each SSC meeting. • 100% of new parents will participate in the annual new parent day-long orientation program.	Representatives from all platoons are welcome to participate in PAC. School site council being reorganized. New parent orientation is a part of the camp process.		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

OMI will strive to ensure that all OMI students, including all students in numerically significant subgroups, achieve academically, as evidenced by A. Statewide assessments B. API C. % of pupils who have successfully completed the A-G requirements D. % of ELs who make progress toward EL proficiency as measured by CELDT E. EL	-Regular benchmark (interim) assessments (at least three times a year), aligned to the standards, which are analyzed and become the basis for action plans to improve teaching and learning -SBAC -API -CAHSEE -CELDT -EAP -AP Exams. -Graduation rate	70% or more of all students, and 70% of students in all subgroups, will demonstrate proficiency on the CCSS SBAC assessment or its equivalent in ELA, Math, Science, and History/Social Science for those grades tested. X 70% or more of all students, and 70% of students in all subgroups, will show statistically significant growth on internal	Ongoing administration of assessments (benchmarks, SBAC, CAHSEE, CELDT, EAP, AP). Graduation rates estimated to improve. CAHSEE pass rates to rise to 95% with support interventions in place. College application rate and acceptance rates to improve.		**-SBAC-** **ELA** OVERALL-38% Asian-59% ELL-7% Latino-32% African American-50% Economic Disadvantaged- 36% Disability-13% **MATH** OVERALL-23% Asian-56% ELL-3% Latino-15% African American-17% Economic Disadvantaged- 21% Disability-4% **-API-** **NA** **-CAHSEE-**	During the 15-16 year, OMI was going through major transitions in almost all areas: • The Superintendent position changed 3 times since the last year. • The Directors of Instruction position changed 3 times since the last year. • The majority of the Math department did not return from the previous year. • Math and English class

reclassification rate F. % of pupils who have passed an AP Exam with a score of 3 or higher or students who successfully complete a college level course G. % of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessme		interim assessments for each course. The school's API will be 750 or above. X The school will meet its AYP in at least three of the five years of the charter renewal. X At least 80% of students (including at least 80% of all numerically significant subgroups) will pass both English and Math on their first CAHSEE			**<u>NA</u>** **-CELDT-** Improved 1+ Proficiency Levels- 30% **-EAP-** **-AP Exams-** **-Graduation rate-** Total Rate- 91.3% UC/CSU Requirements- 58%	times were cut in half. • A new student information system was being used.

nt of college readiness)		attempt and 100% will pass prior to graduation. X At least 85% of students (including at least 85% of all numerically significant subgroups) will successfully complete the UC/CSU A-G requirements. At least 85% of OMI's senior class (including at least 85% of all numerically significant subgroups) each year will be accepted to four year				

		colleges or universities. X At least 85% of students will make progress toward EL proficiency as measured by CELDT. X 95% of students will be reclassified as English proficient within three years of enrollment at OMI. 95% of students will participate in the EAP. At least 50% of students will be "ready"				

		and at least 75% will be “ready or conditionally ready” for college English and math as measured by the EAP. At least 50% of graduating seniors will have taken and passed at least one AP exam or one community college UC/CSU transferable course and at least 25% of graduating seniors will have taken and passed at least two AP exams or two community college UC/CSU				

		transferable courses prior to graduation. At least 75% of OMI alumni will receive a bachelor's degree within six years of OMI graduation.				
OMI's students will be engaged fully in the learning process, as evidenced by: A. Excellent school attendance rates. B. Low	-ADA - Graduation rates	OMI's average daily attendance rate will exceed 95%. The number of students with more than three unexcused absences in			NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

chronic absenteeism rates. C. Very low middle school dropout rates. D. Very low high school dropout rates. E. Extremely high high school graduation rates.		a semester will equal less than 5% of the student body. There will be zero dropouts from OMI. 100% of OMI students who start their senior year at OMI will receive a diploma not later than the summer following their senior year.				
School climate will be exceptionally strong, as measured by all of the following as applicable: A. Low Pupil suspension rates. B.	-Surveys	Suspension and expulsion rates less than half of the OUSD numbers. Student, staff, and parent surveys indicate 90% or	ADA rate is 96% There has been a decrease in unexcused absences. Student dropout rate is currently 0. High school graduation		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

Extremely low Pupil expulsion rates. C. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.		more of all stakeholders feel the school is a physically and emotionally safe environment. At least 90% of students and parents will report satisfaction with the school's academic program on annual surveys.	rate. More than 90% feel that this is a safe environment. More than 90% of parents and famlies are satisfied with academic program.			
OMI will provide all students its existing broad course of study which includes English, social sciences, languages other than English, physical education, character		OMI will continue to provide its existing robust course of study.	We are making continuous improvement to the academic program. We are working to maintain high levels of rigor There are considerations being made for new		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

education, science, mathematics, and visual and performing arts.			curriculum adoptions in core subject areas.			
OMI's four pillars of academics, leadership, citizenship, and athletics will continue to be strengthened and student outcomes in each pillar measured regularly.	-Annual General Inspection of the California Cadet Corps. -Survey	OMI will attain a Superior rating on each Annual General Inspection of the California Cadet Corps. OMI will have a 75% or greater pass rate on California Cadet Corps online promotion tests. OMI will have 90% of its students meet 5 or 6 of the six Healthy Fitness Zones	Greater thatn 75% pass rate on CACC promotion tests. More than 90% of cadets expected to meet 5 of the 6 Fitness Zones in the Fitness gram. Students wil exceed 10,000 hours. At least 90% of students and parents will report satisfaction with the athletic program. At least 90% of students and parents		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

		within the Fitness gram. OMI's students will perform a minimum of 10,000 school service hours annually. OMI's students will perform a minimum of 10,000 community service hours annually. At least 90% of student annually will respond "agree" or "strongly agree" on the annual survey question "OMI is preparing	will report satisfaction with school leadership.			

		me to be a leader of character.” At least 90% of students and parents will report satisfaction with the school’s athletic program each year. At least 90% of students and parents will report satisfaction with the school’s leadership developme nt program each year. At least 70% of students and parents will report satisfaction with the school’s citizenship				

		program each year.				
OMI will be fiscally sound and well governed.	Maintain a balanced budget. Maintain a reserve for economic uncertainty of at least $2,000,000 Update the school's governing board bylaws as appropriate. Continue quality board oversight of school metrics. Continue focus on	Maintain a balanced budget each year of the charter renewal. Maintain a reserve for economic uncertainty of at least $2,000,000 by the end of the charter renewal period. Update the school's governing board	OMI is operating and maintaining a balanced budget.		NA	Administration Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

	100% compliance with applicable laws and regulations. Implement the adopted Master Facility Plan.	bylaws at least once during the term of the charter. Publication of an annual report on the metric outlined in the above priorities. Zero litigation. Implement ation of a majority of the adopted Master Facility Plan by the end of the charter renewal term.				

Information on LCAP is included in appendix B

Facilities and Future Plans

FACILITIES ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)

Please respond to the following:

Does your lease extend through the end of your requested charter term?

N/A.

If the lease does not extend though the end of your charter term, please describe your plans for a facility solution which includes either:

- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely

Describe the condition of your current facility.

What procedures are in place for handling facility repairs?

Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

FUTURE PLANS

Please respond to the following:

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period. N/A

As applicable: Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process. N/A

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
  - State the revision(s) the school's governing board wishes to make to the charter.
  - Describe the reasons for the request(s).
  - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budge may or will be impacted in the current school year and in the subsequent school years.

If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

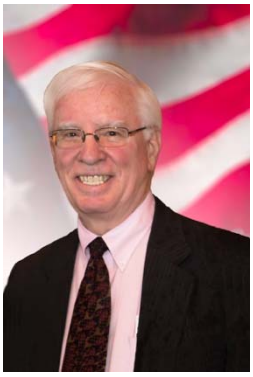
- If appropriate, describe how student achievement may be impacted by the proposed

revision(s).

Board Biographies/Resumes:
Arnold Grisham

Chairman, President and CEO of Tri-Valley Bank since 2011. President and Chief Executive Officer and organizing founder of Alta Alliance Bank in Oakland, California and Executive Vice President of its holding company, Western Alliance Bancorporation, from 2006 to 2010; previously President and Chief Operating Officer of Civic Bank of Commerce; from 1981 to 1999 held a series of management positions at Wells Fargo, including Executive Vice President from 1994 to 1999; Board member of the Federal Reserve Bank of San Francisco, 2008 to 2010.

William G. (Bill) Bowen



Education

– USAF Academy – Bachelor of Science (1966)
– Georgetown University – MA (Political Science; 1967)

Military Experience

– Air Force Intelligence Officer – Vietnam (1967-1968); Defense Intelligence Agency – Washington, D.C. (1968-1970)
– Staff Officer – Office of the Secretary of Defense/International Security Affairs – (1970-1972)

Business Experience

– Pabst Brewing Company, Milwaukee Wisconsin – VP Logistics; Information Systems; Strategy; Personnel. (1972-1985)
– Kraft Foods, Northbrook, Illinois – VP Logistics; Purchasing. (1985-1998)

Other Interests

– Glendale Wisconsin Board of Education (1974 – 1980)
– San Francisco Civil Grand Jury (Foreman, 2001-2002)
– SF Chapter, California Grand Jurors' Association(2004-2011; President – 2004-2007)
– Presidio Golf Club (President, 2006)
– Sacramento Seminar – Member (1999-2011)
– Lincoln Club of Northern California (2010-2011)
– Oakland Military Institute College Preparatory Academy Board of Directors (2010-present)
– Weekly political blog at www.RightinSanFrancisco.com
– Author of political thriller, The Target

Personal

– Wife – Susan; Daughters Sarah and Julia; 5 Grandchildren

Major General David S. Baldwin, The Adjutant General, California Military Department

Major General David S. Baldwin was appointed as the 46th Adjutant General on 16 April 2011. Governor Edmund G. Brown Jr. recalled General Baldwin from his second deployment to Afghanistan, where he served as Deputy Commander of the 101st Airborne Division Tactical Command Post and Senior Mentor to the Commanding General of the 201st Afghan Army Corps, to assume command of the California National Guard. As the Adjutant General, he leads the largest, most tasked National Guard force in the United States, with an authorized strength of 23,000 personnel. He is responsible for the operation of the State Military Department, which consists of the California Army and Air National Guard, State Military Reserve, and California Youth Programs.

General Baldwin enlisted as a medic in the California Army National Guard in 1982. He was commissioned through the Reserve Officer Training Corps (ROTC) in 1984. His military assignments include Rifle Platoon Leader, Company Executive Officer, and Scout Platoon Leader. He commanded a rifle company that deployed to the Los Angeles Riots in 1992. He served as aide-de-camp for the Commander, California Army National Guard before being assigned as the Operations Officer and then Executive Officer of 1st Battalion, 184th Infantry. General Baldwin commanded that same battalion when it deployed troops to Kuwait in the fall of 2001 in support of Operation DESERT SPRING. Following his assignment as a student at the Army War College, General Baldwin deployed to Afghanistan where he served as the Civil-Military Operations Officer and then the Executive Officer of Combined Forces Command. In

January 2007, General Baldwin assumed command of the 79th (previously 40th) Infantry Brigade Combat Team, California Army National Guard. General Baldwin's full-time assignments on State Active Duty include Emergency Plans and Operations Officer, Legislative Liaison Officer, and Director, J3. From 2009 until he deployed in early 2010, General Baldwin served as the Chief of Staff of the California National Guard's Joint Staff.

General Baldwin's military education includes the Infantry Officer Basic Course, Armor Officer's Advanced Course, Combined Arms and Services Staff School, Command and General Staff College, and the Army War College. His civilian education includes a Baccalaureate of Science Degree in Medical Microbiology from Stanford University in 1985, a Master of Public Administration from the University of Southern California in 1996, and a Master of Strategic Studies Degree from the United States Army War College in 2003.

General Baldwin's military awards and decorations include the Legion of Merit, Bronze Star with two Bronze Oak Leaf Clusters, Meritorious Service Medal with Oak Leaf Cluster, Army Commendation Medal with Oak Leaf Cluster, Army Achievement Medal with Oak Leaf Cluster, National Defense Service Medal with Bronze Star, Combat Action Badge, and the Parachutist Badge.

Vice Admiral Jody Breckenridge

Vice Admiral Jody Breckenridge, U.S. Coast Guard (RET)
Ms. Jody Breckenridge currently serves as Chairman, Board of Directors for San Francisco Water Emergency Transportation Authority, an operational ferry system serving the Bay Area and the only public transportation service in California with a legislatively mandated disaster response role. In addition to this role, Ms. Breckenridge gives back to veterans, Service members and their families, and the community through service as Vice Chair of the San Francisco Fleet Week Association, Vice Chair of the Governor's Military Council, Mission Readiness, Secretary for Marines Memorial Foundation, Board Member for Oakland Military Institute, Board Member for Association for Rescue at Sea, as well as Board Member for the National Defense University and for U. S. Vets. She also serves on the Board for First Command Financial Services.
Prior to her community and board service, Vice Admiral Breckenridge served 34 years in the US Coast Guard retiring in 2010 from her assignment as Commander, Pacific Area and Defense

Forces West with responsibility for all operations across 73 million square miles of the Pacific, Arctic, and Antarctic Oceans. Her flag assignments included Director of Strategic Transformation guiding the largest business practice and organizational change in the modern history of the Service, Assistant Commandant for Human Resources, Commander, Eleventh Coast Guard District (California, Arizona, Nevada, and Utah, along with the West Coast of Central and South America), and Commander, Maintenance and Logistics Command Pacific (all logistic and support services.)
Vice Admiral Breckenridge holds a BS in biology from Virginia Tech, a Master in Public Policy from University of Maryland (graduated with honors), and a Master in National Resource Strategy from the Industrial College of the Armed Forces.
Council. In 2014, the Governor appointed her as Board of Directors Chair for the Water Emergency Transportation Authority.

Buzz Breedlove

Mr. Breedlove is the former Executive Director of the John Muir Charter School where he directed an innovative statewide charter high school that provided high school services to 1,500 former dropouts in youth development programs, such as the California Conservation Corps. Under his leadership, Muir raised individual student performance an average of two grade levels per year through rigorous assessment and individualized classroom instruction. He collaborated closely with Muir's client agencies that provided students with jobs, vocational and life-skills training, and community service. Created and maintained a sophisticated and transparent budgeting process, which allowed Muir to enhance program offerings, maintain high teacher / student ratios, and sustain significant but prudent reserves despite statewide funding reductions. He formerly served in the California Conservation Corps (CCC), as the Assistant Director of Education and Program Evaluation (2001-2003). Improved education outcomes of participants in the Corps through precise tracking of individual corps member outcomes. Strengthened CCC partnership with John Muir Charter School by enhancing the ability of the CCC and school to evaluate each student's strengths and challenges, interests, and learning styles. Ensured CCC and high school programs responded to each student's needs. Prior to that, Mr. Breedlove served in the Legislative Analyst's Office as the Coordinator, Higher Education Unit. (1996-2001). Managed a staff of six in evaluating budgets and programs of California public higher education and student financial aid for the California State Legislature. Co-authored major studies of enrollment growth, year-round education, and remedial coursework in higher education. He also served in the California Research Bureau, as Assistant Director of Environment, Natural Resources, and Transportation Unit (1991-1996) and with the Senate Office of Research, as a Senior Consultant on Environmental and Resources Programs (1986-1991) where he provided non-partisan analyses to all members of the Senate. He has authored numerous analyzes of major environmental and natural-resource programs.

Oakland Military Institute, College Preparatory Academy, Board Member (2012 to present)

John Muir Charter School, Executive Director (2003-2011 retirement). Directed innovative statewide charter high school that provides high school services to 1,500 former dropouts in youth development programs, such as the California Conservation Corps. Under my leadership, Muir raised individual student performance an average of two grade levels per year through rigorous assessment and individualized classroom instruction. Collaborated closely with Muir's client agencies that provided students with jobs, vocational and life-skills training, and community service. Created and maintained a sophisticated and transparent budgeting process, which allowed Muir to enhance program offerings, maintain high teacher/student ratios, and sustain significant but prudent reserves despite statewide funding reductions. Participated on 13 accreditation reviews of other schools for the Western Association of Schools and Colleges, of which I chaired four.

California Conservation Corps (CCC), Assistant Director of Education and Program Evaluation (2001-2003). Improved education outcomes of participants in the Corps through precise tracking of individual corps member outcomes. Strengthened CCC partnership with John Muir Charter School by enhancing ability of the CCC and school to evaluate each student's strengths and challenges, interests, and learning styles. Ensured CCC and high school programs responded to each student's needs.

Legislative Analyst's Office, Coordinator, Higher Education Unit. (1996-2001). Managed staff of six in analyzing budgets and programs of California public higher education and student financial aid for the California State Legislature. Co-authored major studies of, for example, enrollment growth, year-round education, and remedial coursework in higher education.

California Research Bureau, Assistant Director of Environment, Natural Resources, and Transportation Unit (1991-1996). Managed staff of five in evaluating programs for the Legislature and Governor. Served as Executive Officer of a statutorily created task force that reviewed the performance of the state's Smog Check program.

Senate Office of Research, Senior Consultant on Environmental and Resources Programs (1986-1991). Provided non-partisan analyses to all members of the Senate. Authored numerous analyses of major environmental and natural-resource programs.

Other Professional Experience. Legislative Analyst's Office (1981-1986) and U.S. Environmental Protection Agency (1978-1981).

EDUCATION

Masters in Public Policy, U.C. Berkeley (1978)

Bachelor of Arts in Economics, U.C. Berkeley (1974)

David P. Clisham

David P. Clisham has been an OMI Board member since 2009. He received undergraduate and law degrees from the University of San Francisco and a Masters Degree in Education from San Francisco State University. He is a former high school English teacher and counselor at Lincoln and Mission High Schools in San Francisco and has had an active law practice representing public employee unions in the Bay Area since 1981.

Education:

University of San Francisco, 1959, BS, English.
San Francisco State University, 1969, MA, School Counseling.
University of San Francisco School of Law, 1981, JD.

Admissions to Practice:

1981 - California Supreme Court.
1982 - United States District Court, Northern District of California.
1998 – United States District Court, Eastern District of California
1998 – United States District Court, Southern District of California
1983 - United States Court of Appeals, Ninth Circuit.
2013 United States Court of Appeals, Federal Circuit
2016 Supreme Court of the United States

Employment:

1992 - Partner, Law Offices of Clisham & Sortor.
1989-1992 - Partner, Carroll, Burdick & McDonough.
1981-1989 - Associate, Carroll, Burdick & McDonough.
1978-1981 - Teacher and Counselor, Mission High School, San Francisco.
1971-1978 - Staff Representative, San Francisco Federation of Teachers, AFT, AFL-CIO.
1965-1971 - Teacher and Counselor, Lincoln High School, San Francisco.
1960-1964 - Teacher, St. Bernard's High School, Eureka, California

Memberships:

California State Bar, Labor and Employment Section
Oakland Military Institute, Board of Directors
Old Time Athlete's Association, Board of Directors

BG (CA) James L. Gabrielli

BG Gabrielli was commissioned a Second Lieutenant in the United States Marine Corps in June 1977 after earning a Bachelor of Arts Degree from California State University, Sacramento. He served 8 years active duty as a helicopter pilot and flight instructor for the Marine Corps before returning to Sacramento to join the California Army National Guard and continue his civilian education. BG Gabrielli is an experienced educator having served as both a middle school teacher and elementary school principal from 1985 to 2000 while simultaneously serving as a traditional guardsman. As a company grade officer with the California National Guard, BG Gabrielli's assignments included tours as Aviation Maintenance Officer and Company Commander. As a field grade officer, he served as Battalion Maintenance Officer, Battalion Executive Officer, Battalion Commander, Director Security, Plans and Operations, Director of Surface Maintenance and the Director of Information Management before retiring federally in August 2005. BG Gabrielli was appointed on State Active Duty as the full-time Director of Youth Programs in March 2002. In April 2011, BG Gabrielli was re-assigned as the Commander, Youth and Community Programs Task Force. BG Gabrielli was promoted to his present rank on June 2, 2011. He is married to the former Merri Lynne Hogan from Fairfield, California. Together they have four children and three grandchildren.

Stephen Samuel PE

Stephen Samuel PE, Founder and President of Design Visionaries in San Jose, has over 22 years of experience in developing and using high-end CAD tools and mentoring its users. During a ten-year career at Pratt & Whitney Aircraft, he implemented advanced CAD/CAM technology in a design and manufacturing environment. He has trained thousands of engineers in Unigraphics NX, written self-paced courses in UGNX Advanced Modeling and Best Practices, and performed design work for numerous Fortune 500 companies.

Work Experience

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_(www.designviz.com) San Jose, CA
Position: President / Biomechanical Engineer – Failure Analysis and Animation Consultant
I am a biomechanical engineer by experience and training. On a regular basis, I perform stress analyses and failure analyses on numerous components from large factory machinery to small laptop springs. I have also designed numerous prosthetic devices for medical companies such as Johnson & Johnson and Life Scan. As head engineer and president of Design Visionaries, a firm

of 15 employees, I service numerous industries such as aerospace, consumer products, medical, automotive and military. My clients are an even mix of plaintiffs and defendants.
I have performed many projects that require mechanical packaging, advanced finite element analysis and kinematic analysis. I also provide design engineering services to clients on and off-site. I perform design for manufacture (DFM) consulting for consumer products, for all industries. I work closely with ID to ensure the industrial design is maintained and create complete mechanical assemblies and drawings for production tooling from ID provided surfaces and/or sketches. Clients include GM, US Surgical, Johnson & Johnson, Plantronics, Bose, Howmet, Apple, Cisco, IDEO, LifeScan, Optiled, and many others. I provide full kinematic analysis (computer simulation) to the medical, industrial and legal fields. I provide computer-aided design and simulation training to world-wide audience and have authored no less than eleven books and numerous articles on the subject.

Computer Skills

Unigraphics Modeling, Drafting, and Assemblies. Master Modeling. Kinematic Analysis. Nastran.

Education & Licenses

Professional Engineer CA License #M34720
University of Massachusetts, BS Mechanical Engineering, May 1983
Northwestern University, Accident Reconstruction Training, Transportation Engineering

Published Author

Basic to Advanced NX10 Modeling, Drafting and Assemblies – _ September 2015

NX Expressions for Smarties, exercise work book – _April, 18 2013
Basic to Advanced NX8.5 Modeling, Drafting and Assemblies – _May 2013
Basic to Advanced NX8 Modeling, Drafting and Assemblies – _September 2012
Basic to Advanced NX7.5 Modeling, Drafting, and Assemblies, ISBN 978-0975437797, August 2010
Basic and Intermediate Solid Edge ST2 Modeling, Drafting, and Assemblies, ISBN 978-1935951001, August 2010
Basic to Advanced NX6 Modeling, Drafting, and Assemblies, ISBN 978-097543770, Jan.2009
Advanced Simulation Using Nastran NX5/NX6, ISBN 978-0-9754377-7-3, May 2008
Basic and Intermediate NX5 Modeling, Drafting, and Assemblies, ISBN 0-9754-3776-3, Sept. 2007
Teamcenter Engineering and Product Lifecycle Management Basics, ISBN 0-9754-3774-7, May 2006
Numerous others, ISBNs and copies available upon request
Published Articles
Solid Modeling ASM Handbook, Vol.22B, Metals Process Simulation Oct. 2010
New Computer Aided Design Tools Enhance Forensic Accident Reconstruction HGExperts.com Sept. 2009
PLM and the Medical Field MCAD Café (www.mcadcafe.com) Nov. 2006
Numerous others, available upon request
Patents
Molding Apparatus for Vehicles and Methods for Use Patent No.: US 7,401,395 B2
Drill Bit Alignment Tool Patent Pending
Board of Directors
Oakland Military Institute Oakland, CA

Baxter Rice

Following service as the chief regulator for alcoholic beverages in California, Baxter Rice has been a consultant on such issues for the past thirty years. Prior to that, he was an intelligence analyst with the Central Intelligence Agency in Washington DC and a trust administrator with a California bank. He is a product of Oakland parochial grammar schools, high school in San Francisco and undergraduate and graduate degrees from Gonzaga University in Spokane Washington. In addition to serving on the OMI Board, he has served on a number of non-profit boards, including PICO, a national network of congregation-based community organizations, Episcopal Senior Communities providing both market rate and affordable housing for seniors in

northern California and Self-Help for the Elderly, a Chinese social services agency for low-income Chinese seniors in the bay area.

Joseph Wire

Mr. Wire has served for the past eleven years as the Chief Financial Officer and Auditor of the Golden Gate Bridge Highway and Transportation District, where he supervises financial operations for one of the world's largest transportation agencies. Prior to that, he served in the White House Executive Office of the President Office of Management and Budget as a senior policy advisor from 1989-1997. Mr. Wire brings tremendous experience with the world of financial management and assists OMI with the development, implementation, and monitoring, of effective financial practices.

Appendix B: LCAP

Oakland Military Institute College Preparatory Academy

Local Control Accountability Plan Annual Update -- 2018-2019

LCAP Contact: Katherine DeVinna High School Principal Phone: 510-594-3996 Email: kdevinna@omiacademy.org

THE OMI STORY

The Oakland Military Institute College Preparatory Academy (OMI), in partnership with the California National Guard, provides a comprehensive college-preparatory program for students in grades 6 through 12 in West Oakland. Students travel from across the Bay Area, and from as far away as Stockton, to attend OMI. Of the 719 students enrolled in OMI in 2017-18, 611 (85 percent) were classified as either low-income, English Learner, Foster Care, and/or homeless. As Figure 1 below shows, OMI's student body is diverse.

Figure 1

Demographic Profile of OMI Studet Body 2017-18	
Hispanic	57%
African American	19%
Asian	18%
White	4%
Multiple	1%
Pacific Islander	0.3%
Male	59%
Female	41%
Free and Reduced Lunch	83%
English Language Learners	22%
Foster Child	1%
Homeless	0.4%
Total "Unduplicated" Percentage	85%

Preparing Students for College and Careers

OMI is committed to preparing each of our enthusiastic and capable students to succeed in college and the workplace, wherever their passions lead them. Our educational programs are built around our "Four Pillars for Success"—academics, leadership, citizenship, and athletics. To guide students to success in each of these pillars, OMI and National Guard educators:

Students are given support they need to become college ready. Among seniors in 2017-18, 92% graduated. Among our graduates, 64% have already been admitted to four-year colleges and universities. Among the other 32% of graduates, all plan to either enter community college, enlist in the military, or pursue a career track.

Address Each Student's Challenges. Many of our students first enroll in OMI with skills far below grade level, based on both state and OMI assessments As Figure 2 show, 86 percent of new OMI students in grades 6 through 12 were reading at levels that are not on track for college or career. To track each student's progress throughout the year, we follow the initial reading assessment with reading assessments at the beginning of each school year mid-year and at the end of the school year for all cadets. We are committed to improving student reading skills in preparation for the rigors of college and the workplace.

Figure 2

Students Reading Level at First OMI Enrollment -- 2017-18

Levels Relative to "On Track" for College and Career

Assessed Using Achieve3000 Level-Set Reading Assessment

2017-18	6th	7th	8th	9th	10th	11th	12th	All New OMI Enrollees
Far Below	37%	33%	38%	50%	40%	50%		**39%**
Approaches	48%	56%	54%	32%	60%	50%		**47%**
Meets	11%	0%	8%	18%	0%	0%		**11%**
Exceeds	4%	11%	0%	0%	0%	0%		**3%**
Total New OMI Enrollees Assessed	108	9	13	22	5	2	0	**159**

Note: New OMI students tested within first two weeks of first enrollment.

In 2017, 66 percent of OMI students in 6th, 7th, 8th and 11th grades were below the state standard for English Language Arts on the state's Smarter Balanced Assessment. On the math assessment, 86 percent of the students were below the state standards. To provide a context for performance by OMI students on the Smarter Balanced Assessment, we show in Figure 3 below how students did in 2017 on these assessments by grade at OMI, in Oakland Unified School District (OUSD), and throughout California.

Figure 3

Percent of Students NOT Meeting State Standards on 2017 Smarter Balanced Assessments

2017	English Language Arts			Mathematics		
	OMI	OUSD	State	OMI	OUSD	State
6th	84%	72%	53%	89%	80%	64%
7th	66%	69%	51%	85%	79%	63%
8th	60%	68%	51%	87%	80%	64%
11th	54%	62%	40%	84%	85%	68%

Based on our student-by-student and schoolwide analysist of OMI's state and local data, we will take the following actions to help students improve their reading and mathematics skills:

- Continue to assess each student's reading skills at the beginning of the year, mid-year and at year end.
- Employ research-validated NewsELApro to improve each student's reading skills in each grade throughout the curriculum.
- Hire one full-time reading specialist to provide support to small groups and individual cadets to improve their reading skills in each grade.
- Add six instructional assistants to work with the middle school classrooms in both ELA and mathematics.
- Provide training and support for all teachers using RevolutionK12 mathematics to accurately assess each student's skill needs and to target instruction to improve their performance.

- Add one full-time math instructor to lower class size at the high school level.
- Add one full-time Director of Academic Performance and one full-time Data Officer to allow us to make better-informed data-driven decisions to support student achievement in all grades.
- Enhance OMI's afterschool programming by adding STEM (digital media design, music engineering), culinary, and other high interest classes designed to increase student engagement in school.
- Improve the tracking of OMI data for all program through the development of schoolwide tracking protocols, the addition of a full-time data officer and a full-time director of academic performance and the continued refinement of OMI's newly developed data database.

Train Tomorrow's Leaders. Our academic program is inextricably intertwined with our leadership training program. Our civilian administrators, teachers and staff work arm-in-arm with the personnel of the California National Guard who serve full time as educators on our campus. Each student, called a cadet, wears a uniform to school and receives rigorous leadership training from National Guard instructors. The National Guard staff also assists teachers in the academic development of the cadets. To prepare students for success at OMI, the Guard personnel work closely with civilian administrators, teachers and staff to:

Run an Intensive Camp for All New Students. National Guard staff, with assistance from civilian staff, provides 7 days of intensive training at Camp San Luis Obispo for each new OMI student. This camp experience, along with subsequent opportunities for similar intensive leadership trainings throughout their careers at OMI, result in skills and dedication integral to each student's success. At this residential camp experience, students learn:

- Fundamental military skills such as marching, military courtesy, California Cadet Corps history and traditions.
- The military structure of the school and enables them to fit in with the school culture upon enrollment.

Lead Students in Daily Drills. Each morning, students start their day in formations with their assigned companies. Each of OMI's four companies consist of students from every grade level. These daily drills teach students, for example, to:

- Take personal-responsibility by, for example, raising the flag, addressing the cadet population with announcements, providing leadership for their own company.
- Follow basic military orders.
- Follow military courtesies.
- Take leadership responsibility and demonstrate commitment as an active member of their company.

Teach Leadership Classes. All students attend five hours of leadership classes each week, preparing them for the responsibilities, challenges, and satisfaction they will experience while at OMI and after graduating. In these classes, students:

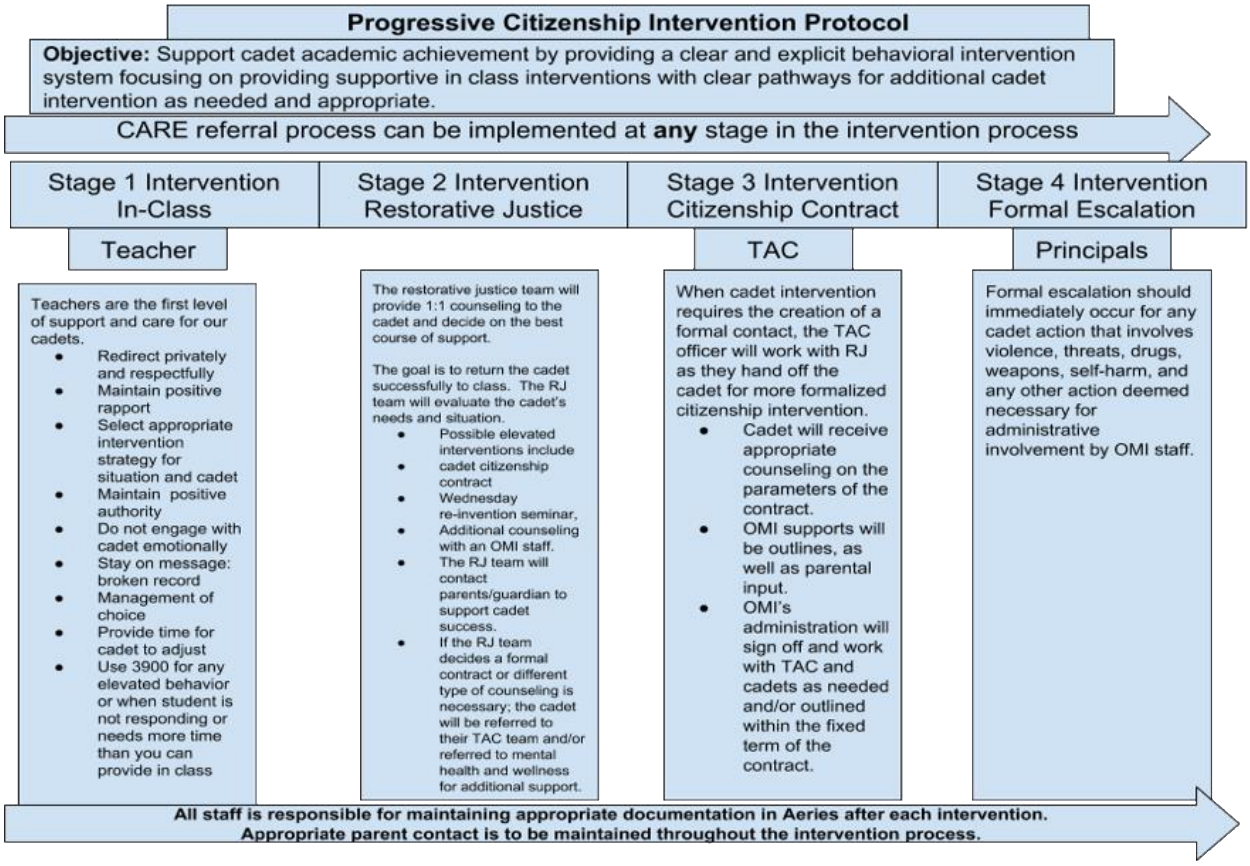
- Improve their formal writing skills; cadets are required to write one formal essay weekly.
- Study military history.
- Master CPR/first-aid skills.
- Learn healthy lifestyles.
- Practice military courtesies.

Develop Engaged Citizens. We encourage and help students to become respected and productive citizens, at school and in their communities. To this end, our civilian and military staffs provide multiple opportunities for cadets to demonstrate positive citizenship by:

- Wearing properly cared for uniforms correctly.
- Participating in daily formation.
- Participating in quarterly Pass in Review military exercises.

Cadets who struggle with proper citizenship on campus are provided multiple interventions to improve behavior. Figure 5 details OMI's progressive Citizenship Intervention Protocol.

Figure 5



Involve ALL Students in Athletics and Other Competitions. Whether marching in drill competitions and parades, or competing for championships in team sports, OMI students all develop physical and social skills to become healthy and successful. A small school, OMI is able to provide opportunities for all students to participate and compete in:

- JV Football
- Varsity Football
- Varsity (Girls) Soccer
- X-country Track
- Boys Varsity Basketball
- Girls Varsity Basketball
- Varsity Boys Soccer
- Varsity Girls Volleyball
- Outdoor Track
- Softball

- Baseball
- Boys Volleyball
- Boys JV Basketball
- Military Competitions
- Military Parades

OMI students appreciate the opportunity to participate in team activities. In our small school, students have more opportunities to participate in athletics, band, military drills than they might have at a larger school. In 2017 – 2018, 160 cadets participated in high school athletics and 85 participated in middle school athletics.

Military Participation in Activities for 2017 – 2018

- 173 applicants attended Summer Entry Camp during the California Cadet Corps Summer Encampment at Camp San Luis Obispo. The applicants were trained by 49 OMI cadet leaders. A total of 158 prospective students completed camp for Fall 2017 enrollment.
- 38 applicants attended on-campus Summer Entry Camp at OMI.
- 38 completed camp for Fall 2017 enrollment.
- 25 applicants attended on-campus Winter Entry Camp at OMI. 25 completed camp for Spring enrollment.
- 119 students passed the pledge test with a first time Go! All remaining pledges passed on 2nd attempt. OMI is the 17th Regiment of the California Cadet Corps. The Regiment has two battalions (the 49th and 50th), and each battalion has two companies (A and B Companies in the 49th Battalion; C and D Companies in the 50th Battalion). Subordinate echelons inside the companies are organized by grade level and class. Each of these levels of organization has corresponding cadet leadership positions with increasing responsibility and authority as cadets rise in rank and experience. Students are required to pass exams in order to rise in rank during their years at OMI.
- 200 cadets attended 3 community parades, earning 1st place at the San Francisco Veterans Day Parade.
- 107 cadets attended the Middle School Bivouac at Camp Parks.
- 45 cadets participated in the California Cadet Corps "Extreme Team Challenge" at Joint Forces Training Base Los Alamitos.
- 80 cadets attended the “Eagle Visit” parade commemorating the 50th Anniversary of San Mateo adopting the 101st Airborne Division.
- 35 cadets served in school-wide formal leadership positions, and a further 30 in company-level leadership assignments.

LCAP Highlights

Based on our review of student and school performance, we focus this LCAP on improving academic performance, increasing positive campus culture, and inspiring all students with more culturally relevant and engaging experiences.

As shown above, students arrive at OMI with reading skills below those necessary to succeed in college and career. They have so scored below standards on the states English Language Arts and mathematics assessments. In response, OMI will:

1. Use our reading assessment more effectively to better attend to each student's learning needs. To this end, we will expand training of teachers in assigning readings to students that are appropriate for their reading levels—challenging but not frustrating the students.

2. Better assess students in mathematics using Revolution k12 assessment and target instruction to individual-student instructional needs by lowering teacher student ratio through the addition of six instructional assistants in the middle school classrooms. OMI will expand the training of teachers in using Revolution k12 and build the capacity of our mathematic department through explicit training in research-based strategies.

3. Building on OMI's use of data to make instructional decisions through teacher collaboration with district level staff including the Director of Academic Performance and the Data Officer

Building a stronger OMI campus culture where every child feels safe and heard is a priority. On March 15, 2018 all OMI students were led in a discussion of campus safety and school culture. What came out of that conversation was that many cadets felt uneasy on campus and stated that the school culture felt negative. Cadets also expressed a strong desire to build on the positive adult relationships they experienced at OMI. To ensure that *all* students feel safe and experience a positive school culture at OMI, we will:

1. Create a safer more culturally responsive environment through a campus revitalization project. OMI staff and cadets are working together to design murals and paint all buildings to better represent the OMI four pillars, academics, athletics, military, and citizenship.

2. Restructure the OMI organizational model to unify cadet military leadership and activities leadership under the military to foster better collaboration and positivity.

3. Use OMI's military companies and military protocol to secure and maintain a clean campus.

4. Build on OMI's Restorative Justice program by adding staff members to support cadets in crisis and struggle as well as continuing to provide access to mental health support for all cadets.

5. Provide explicit training for teaching staff to build their capacity for delivering engaging culturally relative instruction that prepares students for successful academic achievement.

Review of Progress

Reviewing the California Department of Education Dashboard and local data, OMI has identified the following areas of progress:

OMI's attendance rate is high. Reviewing local attendance data, 95.6% of OMI cadets attend school on a regular basis allowing them the time in class to continue their academic achievement. OMI has a chronic absentee rate of 4.4%.

Access to mental health services. The increasing access to mental health services for all OMI cadets supports cadet achievement The Wellness Coordinator provides direct services to students in the form of individual, group or family supportive counseling to any student as well as coordination of care to our unduplicated pupils including McKinney Vento transitional housing students and Foster Care youth. The primary goal of the service is to support students in their management of life-stress sufficiently well enough to learn and perform successfully in the classroom environment. Furthermore, students learn skills/strategies that enable them to minimize the negative impact of stress

on their health and overall well-being, ultimately increasing the likelihood of graduation, college attendance, and career success.

Through May 9, 2018, Dr. Smith has provided approximately 1085 student wellness counseling contacts. These numbers include students who have received counseling services more than one time. Additionally, she has participated in over 92 meetings that directly impact student academic performance, mental health, and wellness. These include CARE, 504, Resource, IEP, and CST meetings. Consultation with teachers, staff members, and outside providers of mental health service is also a component of the Wellness Coordinator position concerning student performance and well-being. Approximately 44 meetings of this type have been held.

A critical area to student academic performance involves the families of our students. Over 32 parent meetings have occurred to date with the goal of coordinating care, developing wellness and educational success plans, assisting families in addressing mental health concerns, and helping to stabilize families that are in crisis. As a college preparatory academy, it is essential to support our efforts at creating a college-going culture regardless of one's position within the school. Approximately 20 presentations to members of the 10th grade Leaders of Character classes have occurred. Finally, OMI continues to support its graduates and alum of the school and 8 alums have returned to discuss resource and supportive counseling needs with Dr. Smith.

CARE support meetings happen weekly. An area of progress for OMI are in its CARE and Cadet Support Team programs. As a vital component of our RTI program, the CARE program allows any member of staff to submit a Google form that goes to our Restorative Justice team members outlining the student's strengths and areas of needed support. Weekly CARE meetings occur with team members from all areas of the school who discuss each cadet individually and create a plan of action to support the young person.

Cadet Support Team meetings happen as a routine part of OMI operations. An RTI Tier two that can emerge out of the CARE program or directly organized by an OMI staff based on an assessment of student behavior, grades and attendance, is a Cadet Support Team meeting where parents, student, teachers and military staff come together to create a behavior and/or academic plan for the cadet. These plans are up for review every three weeks. The earlier OMI holds these meetings, the better success we have at supporting higher student achievement.

OMI school culture is an area of progress. OMI is a unique charter school. OMI partners with the California National Guard, the California Cadet Corps, and the Coast Guard. These unique partnerships support a strong sense of camaraderie among cadets. All students at OMI are members of the California Cadet Corps (CACC). The student body functions as a military unit, with student-led headquarters, echelons that plan and lead training events and activities for their fellow cadets (under the supervision and mentorship of adult military advisors).

This structure promotes a sense of camaraderie and esprit de corps throughout the entire school. Cadets remain in the same Company the whole time they are enrolled at OMI, allowing the adult military advisors to forge enduring relationships with their cadets and their families to support classroom achievement. The sense of attachment, inclusion, and connection generates a sense of safety and security on campus, a relationship with the cadets through their entire school experience, and an orderly, disciplined campus.

OMI provides many opportunities for cadets to bond and develop in small and large groups. One example of an event contributing to positive school culture is Challenge Day. Challenge day is composed of highly interactive and energetic activities; this program provides teens and adults with tools to break down the walls of separation and isolation and replace them with compassion. Challenge day inspires people to live, study, and work in an environment of acceptance, love, and respect.

Over the years, OMI has participated in Challenge Days with positive results. Organized by the Cadet Activities Body Team, Challenge Day positively impacts the school climate and culture by creating a safe environment and building strong relationships between cadets and cadets and staff. OMI track participation by cohort to continue to identify its positive impact on schoolwide culture. OMI is committed to building on its successes in developing a strong positive school culture where all cadets feel valued, heard and a sense of inclusion. OMI is developing tracking method to better assess the impact of events such as Challenge Day.

The Cadet Activities Board is a cadet led leadership team. The Cadet Activities Body has organized the following culture-building events:

- Five professional development activities for cadets.
- Three Challenge Days
- Three pep rallies

    - One Academic
    - Two Sports
- Eleven Club Offerings
- Twelve Community Service Projects.
- Two cadet lead seminars on triggering terms in youth culture

OMI College Bound Scholarship is available for every cadet. Students receive $200 for every year they are enrolled, and complete. A 6-year graduate would exit OMI with $1200 to apply to college expenses. OMI serves its students in creative ways and provide for cadet's future success, in this spirit, OMI has a scholarship fund (No LCFF funds used) that offers cadets money. These monies are used to support student success after graduation. Figure 7 shows scholarship funds distribution:

Figure 7

Scholarship Fund Use	
Total funds	$279,700
Number of cadets in fund	245
2016 funds used	$9,470.05
2017 funds used	$38,459.45
2018 funds used	$24,107.00
Total amount spent 16-18	$72,036.50

Restorative Justice Program supports student achievement. Even in its beginning, the Restorative Justice (RJ) team has had a profound impact on cadet's achievement and a reduction in suspension as evidenced by the decline in our suspension data. RJ is a team of trained individuals overseen by the Dean of Cadets. RJ supports cadet achievement as a part of our RTI program. Cadets who struggle to maintain the standards of citizenship receive support from the RJ team in the form of 1:1 counseling, restorative circles, mentoring, home visits, and other interventions as dictated by the individual student's needs. RJ is a program that is continuing to grow and develop. Currently, OMI is working on developing tracking systems to demonstrate the progress of the RJ impact.

Greatest Need

Improving mathematics skills in all students. Reviewing the CDE dashboard for Oakland Military Institute our most significant area of need is in mathematics for all students grade 6 - 8 with the greatest need for our English Learners and Hispanic subgroups. All students fall into the field of low performance. Our English Learners and Hispanic subgroups fall into the area of very low performance. While we did show improvement for our African- American and Hispanic students in their mathematics performance data, moving from declining significantly to maintaining, which is a move from red into yellow, we are still very concerned about supporting their continued improvement.

Improving performance of 11th grade students in ELA and mathematics. An area identified as a greatest need as identified by the CDE dashboard is the performance of 11th graders in both ELA and mathematics. Figure 8 shows average scores for students on SBAC ELA grade 11 as well as summary for all grade levels. Figure 9 shows SBAC average mathematics scores for grade 11 as well as summary for all grade levels.

Figure 8

SBAC Performance Data English Language Arts (Grade 11)	
Student Assessed	75
Average Score	24.2 pts >level 3
Change	-30.4 pts
Summary SBAC Performance Grades 6, 7, 8, 11	
Did not meet the standard	36%
Nearly met the standard	21%
Met the standard	27%

Figure 9

SBAC Performance Data Mathematics (Grade 11)	
Student Assessed	74
Average Score	86.4 pts >level 3
Change	-24.4 pts
Summary SBAC Performance Grades 6, 7, 8, 11	
Did not meet the standard	60%
Nearly met the standard	26%
Met the standard	9%

Build on students Lexile score to prepare them to succeed after graduation. OMI students make significant Lexile gains as measured by the research-based program, Achieve3000 but too few are making the gains needed for college success. OMI is modifying and adding services to its delivery of instruction to support greater Lexile gains over the course

of a student's time at OMI. The focus of OMI is to achieve a score of 1300 upon graduation. 1300 Lexile is the minimum reading level as a predictor for success at the college level. Figure 10 shows average Lexile scores and average increases for each grade level based on a comparison of intake assessment and summative assessment for 2017 – 2018. Oakland Military Institute's average schoolwide Lexile increase is +62 points. Figure 11 shows Achieve3000's Lexile scores targets for college and career readiness.

Figure 10

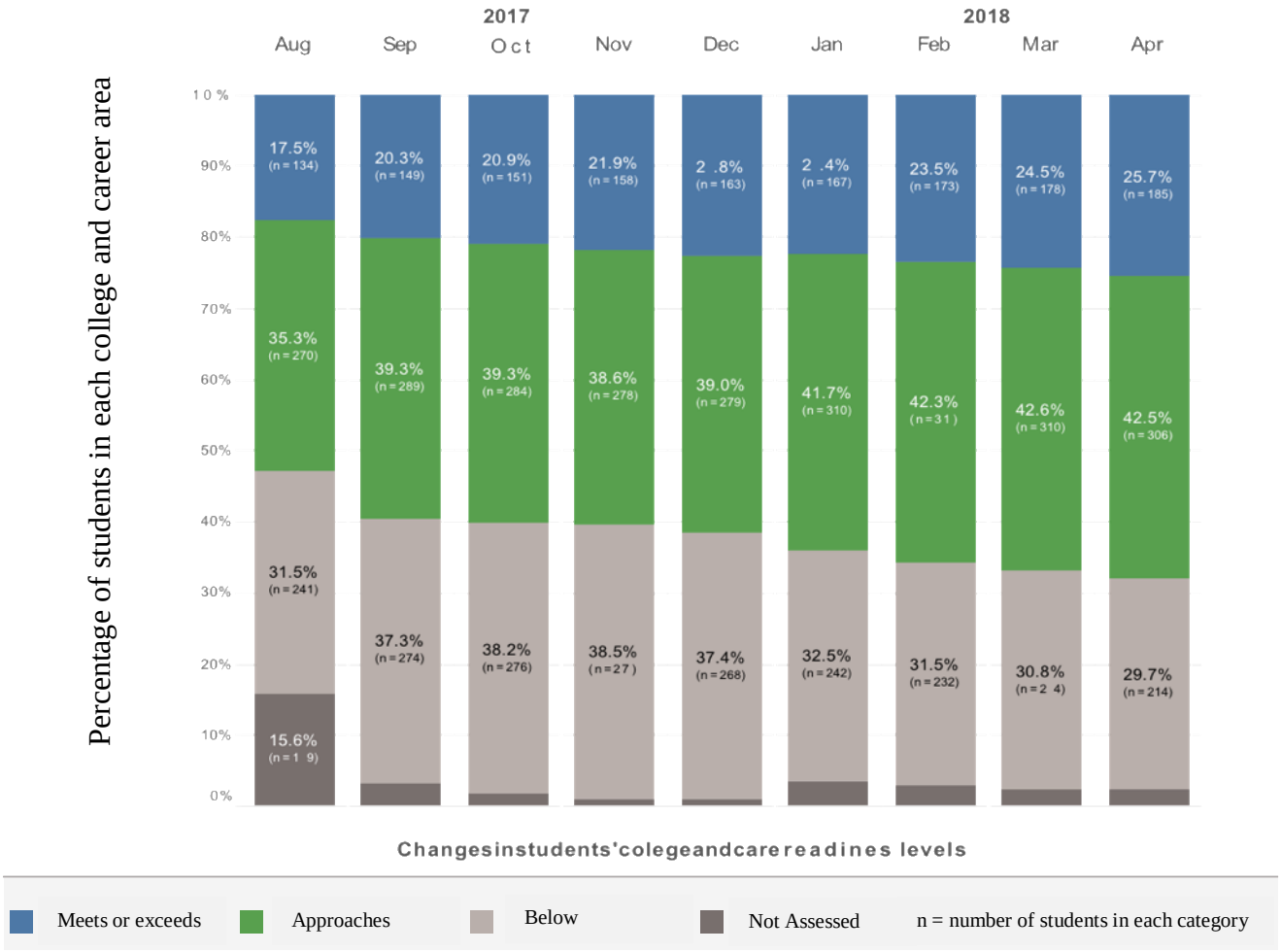
Average Lexile Score and Average Increase Grades 6 – 12 2017 - 2018		
Grade	Average Score	Average Increase
6	586	+50
7	791	+85
8	636	+57
9	989	+107
10	1048	+20
11	1019	+105
12	1066	+27

Figure 11

	College and Career Readiness			
	Not On Track		On Track	
Grade	Falls Far Below	Approaches	Meets	Exceeds
1	BR111L and Below	BR110L – 185L	190L – 530L	535L and Above
2	150L and Below	155L – 415L	420L – 650L	655L and Above
3	265L and Below	270L – 515L	520L – 820L	825L and Above
4	385L and Below	390L – 735L	740L – 940L	945L and Above
5	500L and Below	505L – 825L	830L – 1010L	1015L and Above
6	555L and Below	560L – 920L	925L – 1070L	1075L and Above
7	625L and Below	630L – 965L	970L – 1120L	1125L and Above
8	660L and Below	665L – 1005L	1010L – 1185L	1190L and Above
9	775L and Below	780L – 1045L	1050L – 1260L	1265L and Above
10	830L and Below	835L – 1075L	1080L – 1335L	1340L and Above
11/12	950L and Below	995L – 1180L	1185L – 1385L	1390L and Above

College and Career Readiness based on Achieve3000 Data Achieve3000 uses a proprietary forecasting tool to forecast students' college and career readiness levels based on their Lexile reading levels. Both Lexile® levels and readiness forecasts are updated each month based on students' performance on embedded assessments. Figure 12 shows OMI student's college and career readiness based on Lexile score.

Figure 12



Upon close examination of OMI's Lexile testing program and system and student scores on State assessments, we determined that there is a great need for adding, modifying and refining our service delivery to increase student achievement. **OMI will provide more structured and supportive instruction with the following additions to services:**

- Dedicate a staff member to data and assessment to evaluate our testing data and systems and structures to improve student success
- Provide strong instructional coaching to all teaching staff to expand they repertoire of research-based strategies, techniques and routines.
- Provide the small group and one on one instruction student need by reducing adult to student ration in the middle school by adding instructional assistants to each classroom
- Hire a full-time reading specialist to work directly with our EL population and struggling readers.

- Begin Lexile assessment with a more robust program, NewsELApro, geared to improved Lexile scores through more engaging content and more accurate evaluation of progress assessment tools.
- Addition and improved delivery of electives ranging from music, art, sports medicine to French and US History to increase global participation in school.
- Improve training in mathematics program, Revolution k12 to increase effect use to improve student performance in math courses and on state assessments.
- Prioritize skill building across grade levels and increase the amount of cross curricular projects across grade levels by providing increased time for collaboration for all grade levels with common prep periods
- Improve OMI's data tracking in all programs and continue to refine our testing database to improve ability to make informed decisions.
- Expansion of afterschool programming for middle school cadets by adding high-interest classes delivered by After-School All-Stars. ASAS's work to close the opportunity gap that exists between low-income youth and their upper-income peers, serving only Title 1 middle schools in the Bay Area. They focus their work on digital literacy, entrepreneurship, and 21st-century workforce readiness in STEAM- related fields for students of color and at-risk youth. OMI is adding this program to increase school engagement and support the increase in Lexile and CAASP scores, not only for those subgroups who are struggling, but for every OMI cadet.

PERFORMANCE GAPS

Reviewing the California School Dashboard rubric, OMI demonstrates no performance gaps where any student group was two or more levels below the 'all student" performance.

INCREASED OR IMPROVED SERVICES

The three most significant improvements to help our English Language Learners, Foster Care Youths, and low-income students are the following:

- Goal 1, Action 2, EL - Addition of a Reading Specialist to provide targeted support to the ESL classes and students 1:1 and in a small group setting.

- Goal 2 Action 4, EL, Foster Youth, Low-income, Addition of Dean of Cadets and the expansion of the Restorative Justice Team to increase intervention support to cadets.

- Goal 2 Action 7, Foster and Low-income - the addition of the provisional lunch program, improving access to free meals for every OMI cadet to eliminate the economic issues to healthy meals, removing a barrier to achievement for every cadet.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	Expenditures for LCAP year - $11,378,781.92
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	Total Funds Budgets for LCAP Year - 11,458,312.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

No General Fund Budget Expenditures are being used that are not included in this LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	LCFF amount - $8,519,865.00

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

OMI will prepare every OMI cadet by improving their Lexile score by 200 point.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Lexile Scores from Achieve300

Annual Measurable Outcomes

Expected	Actual
Cadet Lexile score will improve by 200 points	64 point increase average

Actions/Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a testing schedule including initial, mid-year, and summative	Cadets were tested three times a year.	Decrease our materials and supplies budget to purchase and allow for the cadets to test three times a year. Also, the use of an instructional aid or an educator to proctor the test will budgeted.	Actual expenditure to allow for testing three times a year will be estimated at $7,500 for both the testing material and proctor.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
We will obtain a license for all cadets 6-12	All cadets had access to Achieve3000	Achieve3000 is budgeted into materials and supplies in the OMI budget of $103,000.	The estimated cost for the program is $26,000 for the school year.

Action 3

	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

All teachers will incorporate Achieve 3000 into their curriculum (shared responsibility)	Teachers used Achieve3000 sporadically and inconsistently across the school. We also found usage limiting due to the set up of Achieve3000. The program is unsuited for heavy usage due to the limit in is article catalog.	Achieve3000 is budgeted into materials and supplies in the OMI budget with a budget of $103,000.	The estimated cost for the program is $26,000 for the school year.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cadets will receive Achieve instruction beyond the suggested minimum. Cadets that are far below grade level will receive additional support and strategic intervention to improve their Lexile.	Some OMI cadets did receive the support they needed but with so many of OMI's cadets entering reading far below grade level, we found we had significant work to do and not the staff to do it.	The budget expenditure will come from certificated salaries of approximately $52,000.	Approximately $52,000 will be budgeted. The budget is for two educators at $25 an hour at 40 hours every two weeks for a year.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

OMI found that the testing routine was a good one but that the rigor around the testing was where OMI wanted it, resulting in some test environments not being well-suited to student achievement. Despite it being an essential function of OMI instructional staff, we found a lack of schoolwide enthusiasm for these tasks. We also discovered that Achieve3000 recycles the same articles over and over. Students would routinely experience the same article causing a general lack of engagement. We also found that teacher in subjects such as the sciences and histories, who made an effort to use the program ran into the same issue, the lack of articles. With many of OMI's cadets entering reading far below grade level, OMI found we had significant work to do and not the staff to do it. This is being rectified in our next LCAP as we pair 6 instructional assistants in middle school classrooms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Achieve3000 provided some solid results for OMI. Students did increase their Lexile level by an average of 64 points. Despite this average growth, it is not where OMI want to be. We want to engage our cadets in rigorous and focused instruction in reading comprehension schoolwide that builds on their capacity and get them closer to college and career ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in the budgeted expenses and the actual expenditures is because the budgeted expenses are for different projects within the line. If there is more than one item with in the line we will need to ensure the proper amount is budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal was unrealistic and is being changed.

Every OMI cadet will graduate Oakland Military Institute A-G college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of Oakland Military Institute Cadets will be A - G college ready	65.7% were A-G college ready at the end of the year.
100% graduation rate	91% graduation rate.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide academic counseling for every cadet.	Cadets had access and received support from counselors in cadet services. Due to our ever expanding student population, we found that some of the cadets in the 9th grade did not receive the 1:1 support but that cadets at the higher grades, 11th, and 12th specifically received the 1:1 support needed to reach graduation. 10th-grade cadets received high-quality group support and counseling. OMI provides an A-G course of study for every cadet, but a closer look revealed that some of the OMI students who failed multiple classes found it difficult to complete all the required courses during the traditional school year.	OMI has an academic counselor on staff at a cost of $77,000 a year.	The estimated actual expenditure is $82,000 a year. This allows for salary and for professional development of the Academic Counselor.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

OMI does well in this area and continues to build its counseling services program to provide more 1:1 sessions, more often to all cadets. OMI is also expanding its summer school programming to meet the need for cadets to make up A-G courses. OMI is improving its data collection to have multiple measures to demonstrate growth or improvement in all its goals for the 18 - 19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This was an effective goal despite not reaching 100% OMI will continue to improve services in this area and we continue to strive towards 100% college and career ready and 100% graduation rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in the budgeted expenditures, $77,000, and estimated actual expenditures, $82,000, is to allow for professional development of the Academic Counselor.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is no changes to this goal that will affect LCFF or OMI expected outcomes or metrics.

Goal 3

Oakland Military Institute will build a positive school culture and climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate >5%	Chronic absenteeism rate 4.4%
Maintain low suspension rate for all cadets. Decrease rate by 5%	16.37% suspension rate

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

ART and SARB meetings as necessary.	Attendance tracked daily; phone calls home to cadets missing class. Home visits and SART and SARBS held.	The budget expenditure for this Action is minimal as OMI has an outsourced company to assist in tracking absenteeism. Also, for calling home we have the National Guard staff funded by the CA Military Department assist with the calls.	OMI actual expenditures for this Action will be encompassed in with the overall cost or our back office support contractor.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold Cadet Support Team meetings for cadets with attendance issues.	Cadet Support Team meetings were held as needed. OMI will develop a tracking method for the number of CST meetings held yearly.	The National Guard staff funded by the CA Military Department assist with the calls and CST at no cost to OMI.	There will not be an expenditure needed for this process as we will use in-house staff to conduct the CST.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Create a restorative justice team to support cadets in discipline crisis and do home visits for cadets in need.	Several FTE RJ staff members were hired. Consultant hired. Several PT RJ staff members were hired to support the team.	OMI is expecting to fund $292,734 in salaries for a complete restorative justice team. One Dean, a Dean Assistant, and a three person Restorative Justice team.	Estimated actual expenditures may be closet to $315,000 to include professional development of the Restorative Justice Team.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Move This World curriculum to all cadets during the advisory period to build their social-emotional learning.	Move This World was provided to every cadet and delivered during advisory.	OMI budgeted $26,000 for the annual subscription to Move This World curriculum.	The actual estimated expenditure is $25,634.00.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

OMI has done well implementing the vision for a positive school culture and climate. Move this World was well received especially in the middle school classrooms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The middle school has found that Move This World provide a good start to the day and provide context for getting cadet's ready to learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted expenditures and estimated actual expenditures is the annual subscription cost of the material. OMI estimated it at $26,000 and it came in less than estimated in the budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is not changes to this goal, expected outcomes, metrics, or actions as a result of LCFF evaluation.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

OMI has a unique set of stakeholders. Our stakeholders include the following groups:

- Board members
- OMI Cabinet
- Teachers
- Cadets
- Parents
- California National Guard
- California Coast Guard
- Oakland Military Institute Community of Neighbors

To share schoolwide progress, data, and goals and provide opportunities for stakeholder input, we involve our stakeholders in a wide variety of ways:

Board Meetings Monthly meetings

- Board Agenda July 2018 Expected LCAP Approval
- Board Agenda June 11, 2018, LCAP Public Hearing
- Board Agenda October 17, 2016 LCAP Goals

Cabinet Meetings Weekly Meetings
CARE Team Meetings Weekly meetings
Superintendent Commandant Military Meetings (as needed)

Monthly Parent Engagement Meetings

- 8/30-2017 Event Parent Engagement Kickoff Meeting
- 4/19/2018 Parent training “Yondr” Cell Phone Policy
- 5/2/2018 Community Meeting about parking and community issues
- 11/1/2017 School Site Council Meeting - LCAP goals shared

Monthly School Site Council Meetings

- 12/13/2017 SSC Sharing Lexile scores
- 5/30/2018 SCC Meeting – Request for input from neighborhood community

Stakeholder Engagement

Stakeholders contributed much to the LCAP. The LCAP goals with the OMI Governing Board in September 2017. The Board they provided feedback encouraging the OMI administration to increase opportunities to engage cadets in creative endeavors and build their academic skills in creative ways. In response to this OMI added elective courses and is expanding our CTE offerings. OMI is also moving toward an inquiry-based model to provide more opportunities and time for cadets to engage in project-based learning, so they might demonstrate their mastery of skills and knowledge in a variety of ways including those of a more creative nature. OMI modified its bell schedule for 2018 - 2019 to block schedule and is prioritizing common conference periods for grade level teams to increase collaboration time. The increase in collaboration time should result in the development of cross curricular projects for cadets.

Staff provided valuable input on the LCAP and supported the development of Goal 3 focusing on the development of more in-house PD OMI. They also provided input asking for a more consistent, ongoing process. OMI will increase these opportunities and provide time for staff to prepare and delivery PD workshops as appropriate. OMI will also seek more input from staff on the type and topics for professional development seminars and events.

Stakeholder input influenced OMI to develop an OMI academic database that houses all of OMI testing data, both local and State. The database will dramatically impact our ability to make data driven decisions and improve our service delivery to cadets.

At OMI we provide many ways parents can be involved in providing input and guidance on decisions made at our school. Parents are essential stakeholders in our school culture. This year a staff member was hired to engage parents in our school and guide the different parent groups. At each training and event, we had Spanish translation available based on the needs of the OMI
community.

APPENDIX C: LCAP

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 1

OMI will provide high-quality classroom instruction and curriculum that promotes college and career readiness and demonstrates gains in LEXILE growth for every cadet. OMi has appropriate interventions in place for pupils

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Lexile exam is given 3 times a year to assess cadet achievement in reading comprehension.

Identified Need:

Reviewing the ELA CAASP (SBAC) data to date (90% reporting), There is a need to improve standardized test scores in ELA and mathematics
ELA: Percentage of an average of results from 6th through 11th grade:
37.25% did not meet the standard
20.5% nearly met the standard
26.5% met the standard
9.5% exceed the standard

Mathematics
60% did not meet the standard
26% nearly met the standard
9% met the standard
5% exceed the standard

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% fully credentialed and appropriately placed	85% credentialed and appropriately placed	N/A	85% credentialed with 15% in progress of completing preliminary or CTE credentials	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA: Cadet show movement up one level by 3% - 5% in each performance area: not met, nearly met and met. Mathematics: Cadet performance on CAASP (SBAC) will show movement up one level by 3% - 5% in each performance area: not met, nearly met and met.	Percentage of an average of results from 6th through 11th grade English Language Arts 37.25% did not meet the standard 20.5% nearly met the standard 26.5% met the standard 9.5% exceed the standard Mathematics 60% did not meet the standard 26% nearly met the standard 9% met the standard 5% exceed the standard	N/A	OMI expects to see movement for cadets who are not meeting the standard into nearly meeting and meeting. The expected movement schoolwide is 3% - 5% moving up a level.	N/A
OMI cadets will improve their Lexile score by 60+ points in one academic year of instruction	+62 points average per grade level.	N/A	60+ point growth for all cadets.	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase cadets who are A-G college-ready by their senior year by 5%, paying close attention to our EL cadets.	67.5% of OMI high school seniors are currently A-G college ready.	N/A	Increase percentage of OMI who are qualified A-G college-ready by 5% to 72.5%	N/A
OMI will graduate 100% of high school seniors.	92%	N/A	95%	N/A
95% of high school seniors will complete their senior thesis.	92.5% of seniors successfully completed their senior thesis.	N/A	95%	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Evaluate OMI's staffing patterns and identify key problem areas for staffing highly qualified instructors. Post open postions in multiple education focused sites included paid recruitment sites.	N/A

Budgeted Expenditures

	2017-18	2018-19	2019-20
	N/A	$130,000	N/A
Source	N/A	Unrestricted Funds for Director of Education	N/A
Budget Reference	N/A	Certified Employee Schedule	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Add an FTE reading specialist to support cadet improvement on standardized exams and improve performance on Lexile exams.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$56,537	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certificated Employee Schedule	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Adopt NewsELA pro for all grade levels to improve cadet performance on standardized exams to support grade level growth and course achievement.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	$14,600	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Books and other reference materials	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**

	New	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Add elective options for both middle school and high school with highly qualified instructors leading courses in areas ranging from music and French to AP US History.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$125,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certificated Employee Schedule	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Expand OMI mathematics program and high highly credentialed teachers. Adding one mathematics instructor to the department.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$55,438	N/A
Source	N/A	Unrestricted Funds	N/A

Year	2017-18	2018-19	2019-20
Reference	N/A	Certificated Employee Schedule	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

	Create an OMI academic database increasing OMI's ability to make data-informed decisions at all levels. Increase district level staff to include an FTE Director of Data and Assessment and an FTE Director of Academic Performance.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$153,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certificated Employee Schedule	N/A

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Cell phone usage is undermining cadet academic achievement. OMI is moving to a cell phone free campus. OMI is adopting Yondr pouches to lock cadet's cell phones up during the academic day. www.yondr.com	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$76,000	N/A

Year	2017-18	2018-19	2019-20
Source	N/A	Unrestricted Funds	N/A
Reference	N/A	Materials and supplies	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Hire an FTE Dual Enrollment Coordinator to increase cadet exposure to and enrollment in community college courses	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$77,618	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Employee Schedule	N/A

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Expand the common conference periods from the middle school grade levels into high school.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

	Expand academic counselors and college and career support to high school cadets. Add three new FTE counselors and one college and career center assistant.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$122,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Employee Schedule	N/A

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Provide greater access to training and best practices in using the mathematics program, RevolutionK12.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$6,500	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Books and other reference materials	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 2

OMI will ensure a safe, welcoming and inclusive climate for all staff, cadets, and families where cadets can engage in a course of study that offers opportunities to build academic self-esteem, develop college and career readiness skills as they develop their social and emotional intelligence

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: Staff and Cadet Survey
Parent engagement data

Identified Need:

Through conversations with stakeholders and survey data from stakeholders, OMI has identified a need to continue the growth of a positive school culture. OMI in the past three years has experienced constant change in its structure and leadership. This change requires us to be explicit and diligent in our approach to our culture and climate. One identified need based on cadet surveys has been the number of types of electives OMI has offered in the past; OMI is increasing their offerings for cadets. Another need comes from our teacher and military staff stakeholders, OMI needs to improve delivery of services to cadets through its restorative justice process and through the addition of a more formal disciplinary system.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Reduce the percentage of suspensions and expulsions schoolwide.	2017 - 2018 school year: 16.37% schoolwide suspension rate	N/A	Reduce suspensions by 5% schoolwide and for all subgroups.	N/A
Chronic Absenteeism. While OMI has a successful attendance rate, a chronic absenteeism rate of 4.4% is too high. OMI wants to see that rate drop by 1%.	4.4%	N/A	3.4%	N/A
Improve school culture and climate score by 1 point as measured by end of the year school culture survey.	2.95 as measured on a 1 - 5 scale	N/A	3.95	N/A

Planned Actions/Services

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Reorganization of school leadership for efficiency, accountability and effective implementation of support to cadets and	N/A

staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$390,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certified and Classified Salary Expenditures	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Increase athletic programs. Addition of coaching staff to provide full support for all cadets who participate.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$60,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Salaries	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Continue to provide funding for a parent engagement coordinator	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

	N/A	$72,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Employee Schedule	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

	New	
	2018-19 Actions/Services	**2019-20 Actions/Services**
N/A	Hire an FTE Dean of Cadets to support positive behavior support program and to provide clarity regarding OMI's schoolwide system of discipline. Expand the OMI Restorative Justice program with the addition OMI restorative justice staff members.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$292,734	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Salaries	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Addition of 1 FTE Director of Culture and Climate	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$130,000	N/A

Year	2017-18	2018-19	2019-20
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Employee Schedules	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Add elective options for both middle school and high school with highly qualified instructors leading courses in areas ranging from music and French to AP US History.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$37,500	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certificated Salaries	N/A

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Provide free lunch to every OMI cadet eliminating a barrier to improved academic achievement.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	N/A
Source	N/A	Federal and State Grant for free lunch	N/A

Year	2017-18	2018-19	2019-20
	N/A	National School Lunch Program	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

	Maintain updated schoolwide safety plan Provide safety training to all school staff 3 times a year. Hold XX of safety drills each school year.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$96,007	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Classified Employee Salaries	N/A

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Evaluate suspension data for 9th and 10th graders and for African American students to determine interventions. Continue to develop the Restorative Justice program to reduce schoolwide suspension and add appropriate interventions.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$292,734	N/A
Source	N/A	Unrestricted Funds	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	Classified Employees salaries	N/A

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

	Continue to use and refine OMI's academic tracking database and develop new data tracking for all OMI programming. Refine the tracking process for evaluating school culture and climate. Director of Culture and Climate will work closely with Data Officer to develop appropriate tracking methods to better evaluate our school climate and culture.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$123,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certificated Employee Salaries	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

OMI will increase the capacity of its staff by providing professional development for all staff that is a regular and ongoing process. Professional development will address the areas of academic rigor, Direct Interactive Instruction, mental health awareness, college and career readiness and safe school culture. It will aim to provide excellent support and training for all staff to create a continued culture of success for cadets.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7

Local Priorities: Staff surveys, educational technology analytical data, classroom observations.

Identified Need:

Oakland Military Institute evaluated staff survey and collected input from a variety of stakeholders in the development of this goal. OMI staff over and over again has expressed the desire for OMI in-house PD. Staff members expressed interest in attending sessions led by their colleagues as well as expressing interest in leading session on a variety of topics. OMI identified a need through analysis of usage of our educational technology for more in-depth and regular PD on the educational technology used by the school; MasteryConnect, Aeries, Achieve3000 (being replaced by NewsELA for 18 - 19), and Math Revolutionk12.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Increase in-house Professional Development Trainings	No data available	N/A	70% of all professional development training to be developed and implemented by in-house staff.	N/A
Increase teaching staff use of provided educational technology.	No hard data available; universal tracking method being developed. Individual usage data for Revk12, YUP tutoring, and Achieve3000; specifically the Lexile level set summative demonstrates available improvements are needed.	N/A	The goal is to have 100% of staff using the appropriate technology for thier assignment.	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Improve overall cadets achievement based on successful completion of coursework by supporting coaching and training on Direct Interactive Instruction. OMI teachers will through the process of teacher study, reflection, practice, and collaboration	Evaluating student of completion of coursework during the 2017 - 2017 school year, the average for work not turned in on time shows a range of between 20% and 40% of any given class. Hard data is not available. OMI will develop a tracking method for evaluating this baseline.	N/A	Given no hard data is available, OMI will develop tracking methods. OMI wants to increase work done on time.	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Hired staff members with job duties to include the explicit task of organizing, developing and implementing OMI's professional development program. FTE Director of Culture and Climate FTE Director of Academic Performance	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

	N/A	$153,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Certificated Employee Schedule	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Increase small group and 1:1 support for teaching staff on using available technology. Provide students with training on using the Yup tutoring app to increase cadet performance in mathematics and chemistry.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$40,000	N/A
Source	N/A	Unrestricted Funds	N/A
Budget Reference	N/A	Supplies and materials	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Provide common conference periods for grade levels to increase opportunties for grade level PD.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	N/A

	N/A	Instruction day changes	N/A
Budget Reference	N/A	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Train teachers on using available data to make data-informed decisions.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	All teachers salaries for training during teacher training time	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated additional supplemental and concentration grant funding is $1,823,963.	Percentage to Increase or Improve Services The percentage of the increase in the grants is 27.24%.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

OMI funded Google Chromebooks for all students use. Both programs that will allow for higher student achievement. OMI does well in the area of counseling services programs providing 1:1 sessions to all cadets. Funds will be used to contract more counselors to assist our on staff counselor. OMI also has a a full-time counselor on staff.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

The percentage of the increase in the grants is 27.58%.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

OMI is funding Google Chromebooks for all students use. We will also be funding programs such as Achieve3000 and Make the World Great. Both programs that will allow for higher student achievement. OMI does well in the area of counseling services programs providing 1:1 sessions to all cadets. Funds will be used to contract more counselors to assist our on staff counselor. OMI also has a a full-time counselor on staff.

Appendix C: Smarter Balanced Test Results

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Prep

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

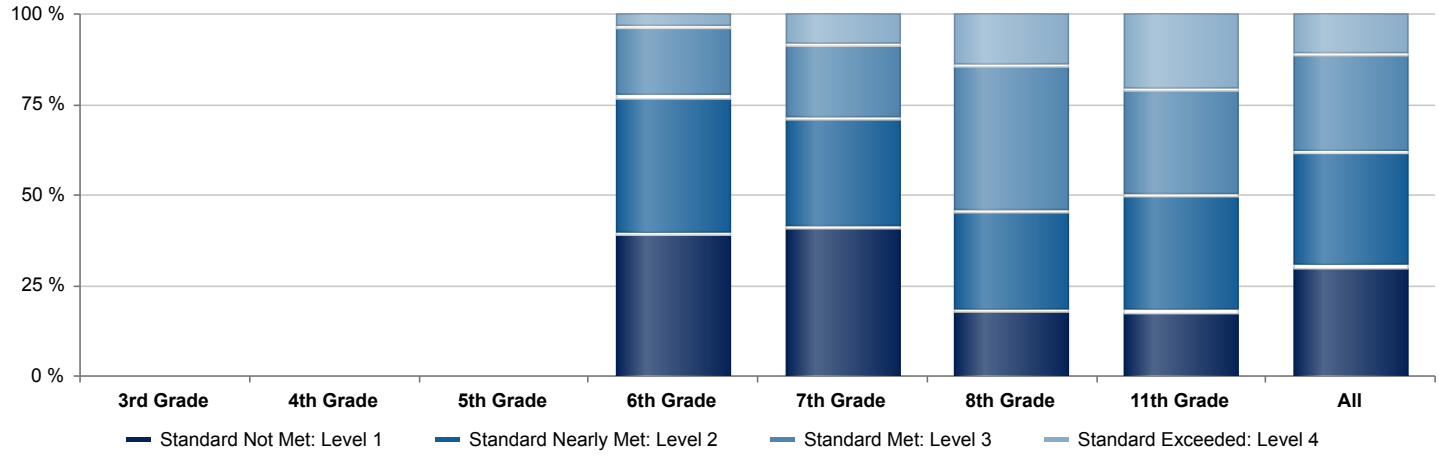
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	93	105	92	72	362
Number of Students With Scores	N/A	N/A	N/A	93	105	92	72	362

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2480.0**	**2506.2**	**2570.0**	**2591.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3 %	8 %	14 %	21 %	11 %
Standard Met: Level 3	N/A	N/A	N/A	19 %	20 %	40 %	29 %	27 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	38 %	30 %	27 %	32 %	32 %
Standard Not Met: Level 1	N/A	N/A	N/A	40 %	42 %	18 %	18 %	31 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3 %	10 %	26 %	28 %	16 %
At or Near Standard	N/A	N/A	N/A	44 %	41 %	48 %	50 %	45 %
Below Standard	N/A	N/A	N/A	53 %	50 %	26 %	22 %	39 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	9 %	14 %	24 %	28 %	18 %
At or Near Standard	N/A	N/A	N/A	52 %	42 %	59 %	53 %	51 %
Below Standard	N/A	N/A	N/A	40 %	44 %	17 %	19 %	31 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	2 %	8 %	15 %	15 %	10 %
At or Near Standard	N/A	N/A	N/A	67 %	58 %	64 %	64 %	63 %
Below Standard	N/A	N/A	N/A	31 %	34 %	21 %	21 %	27 %

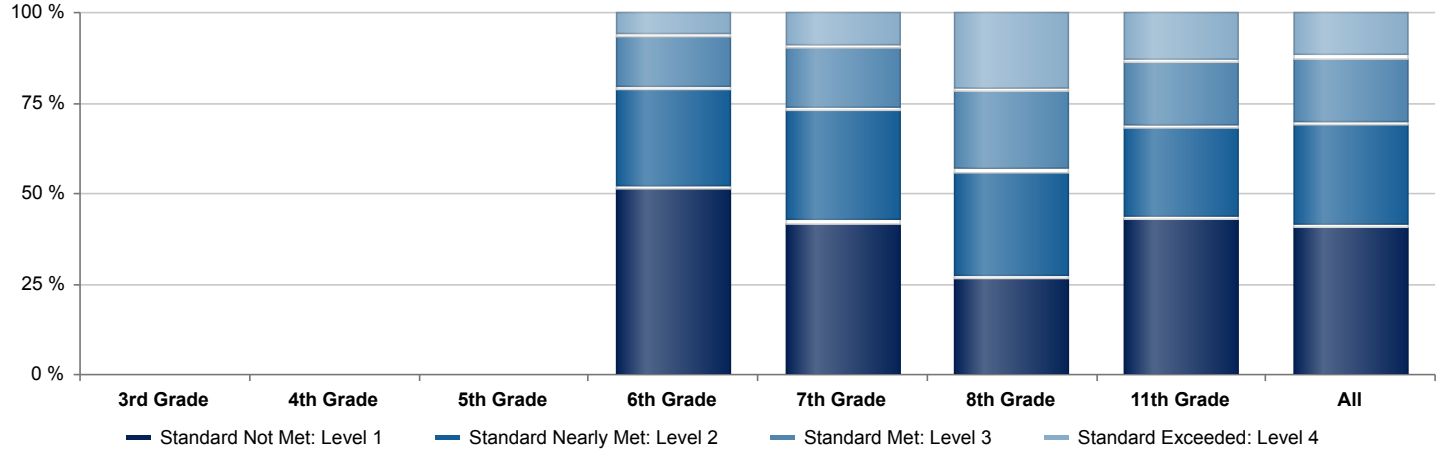
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18 %	12 %	17 %	35 %	20 %
At or Near Standard	N/A	N/A	N/A	57 %	55 %	67 %	51 %	58 %
Below Standard	N/A	N/A	N/A	25 %	32 %	15 %	14 %	22 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	93	105	89	72	359
Number of Students With Scores	N/A	N/A	N/A	93	105	89	72	359
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2471.2**	**2502.0**	**2569.0**	**2567.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	6 %	9 %	21 %	13 %	12 %
Standard Met: Level 3	N/A	N/A	N/A	14 %	17 %	22 %	18 %	18 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27 %	31 %	29 %	25 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	53 %	43 %	27 %	44 %	42 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	14 %	34 %	24 %	20 %
At or Near Standard	N/A	N/A	N/A	24 %	35 %	38 %	28 %	31 %
Below Standard	N/A	N/A	N/A	66 %	50 %	28 %	49 %	48 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6 %	9 %	21 %	15 %	13 %
At or Near Standard	N/A	N/A	N/A	48 %	50 %	51 %	56 %	51 %
Below Standard	N/A	N/A	N/A	45 %	42 %	28 %	29 %	37 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8 %	10 %	25 %	18 %	14 %
At or Near Standard	N/A	N/A	N/A	46 %	69 %	53 %	51 %	55 %
Below Standard	N/A	N/A	N/A	46 %	22 %	22 %	31 %	30 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

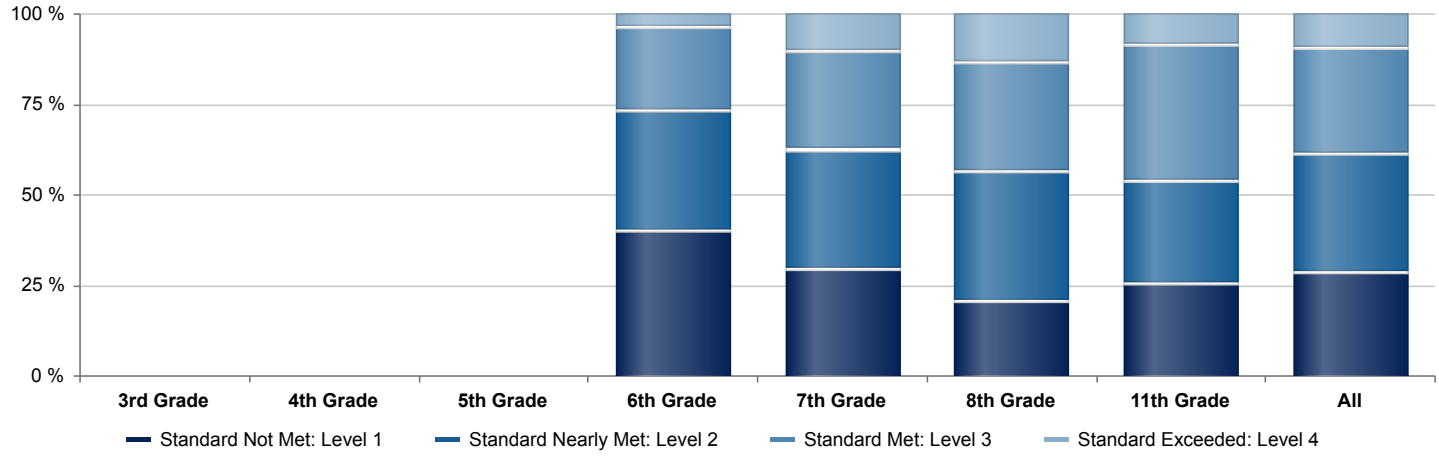
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	77	98	94	78	347
# of Students Tested	N/A	N/A	N/A	75	97	92	76	340
# of Students With Scores	N/A	N/A	N/A	75	97	92	76	340

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2466.2**	**2523.2**	**2555.8**	**2558.9**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3 %	10 %	13 %	8 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	23 %	27 %	30 %	38 %	29 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	33 %	33 %	36 %	28 %	33 %
Standard Not Met: Level 1	N/A	N/A	N/A	41 %	30 %	21 %	26 %	29 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5 %	18 %	24 %	13 %	16 %
Near Standard	N/A	N/A	N/A	52 %	47 %	45 %	64 %	51 %
Below Standard	N/A	N/A	N/A	43 %	35 %	32 %	22 %	33 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4 %	18 %	17 %	17 %	14 %
Near Standard	N/A	N/A	N/A	41 %	55 %	61 %	54 %	53 %
Below Standard	N/A	N/A	N/A	55 %	28 %	22 %	29 %	32 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	8 %	9 %	9 %	9 %
Near Standard	N/A	N/A	N/A	64 %	69 %	70 %	67 %	68 %
Below Standard	N/A	N/A	N/A	25 %	23 %	22 %	24 %	23 %

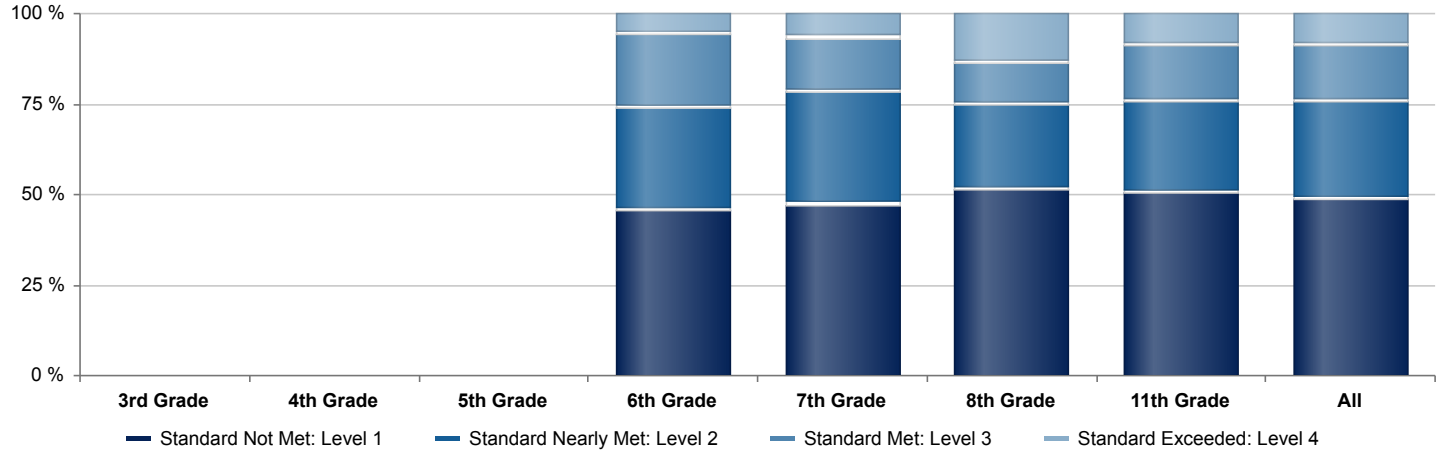
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8 %	14 %	18 %	17 %	15 %
Near Standard	N/A	N/A	N/A	71 %	52 %	58 %	59 %	59 %
Below Standard	N/A	N/A	N/A	21 %	34 %	24 %	24 %	26 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	77	98	94	78	347
# of Students Tested	N/A	N/A	N/A	75	97	92	76	340
# of Students With Scores	N/A	N/A	N/A	75	97	92	75	339
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2473.0**	**2482.5**	**2508.8**	**2541.9**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	5 %	6 %	13 %	8 %	8 %
Standard Met: Level 3	N/A	N/A	N/A	20 %	14 %	11 %	15 %	15 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	28 %	31 %	23 %	25 %	27 %
Standard Not Met: Level 1	N/A	N/A	N/A	47 %	48 %	53 %	52 %	50 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	12 %	14 %	18 %	13 %	15 %
Near Standard	N/A	N/A	N/A	35 %	26 %	25 %	32 %	29 %
Below Standard	N/A	N/A	N/A	53 %	60 %	57 %	55 %	56 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	7 %	8 %	11 %	11 %	9 %
Near Standard	N/A	N/A	N/A	36 %	43 %	49 %	45 %	44 %
Below Standard	N/A	N/A	N/A	57 %	48 %	40 %	44 %	47 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	4 %	8 %	13 %	8 %	9 %
Near Standard	N/A	N/A	N/A	45 %	46 %	48 %	59 %	49 %
Below Standard	N/A	N/A	N/A	51 %	45 %	39 %	33 %	42 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

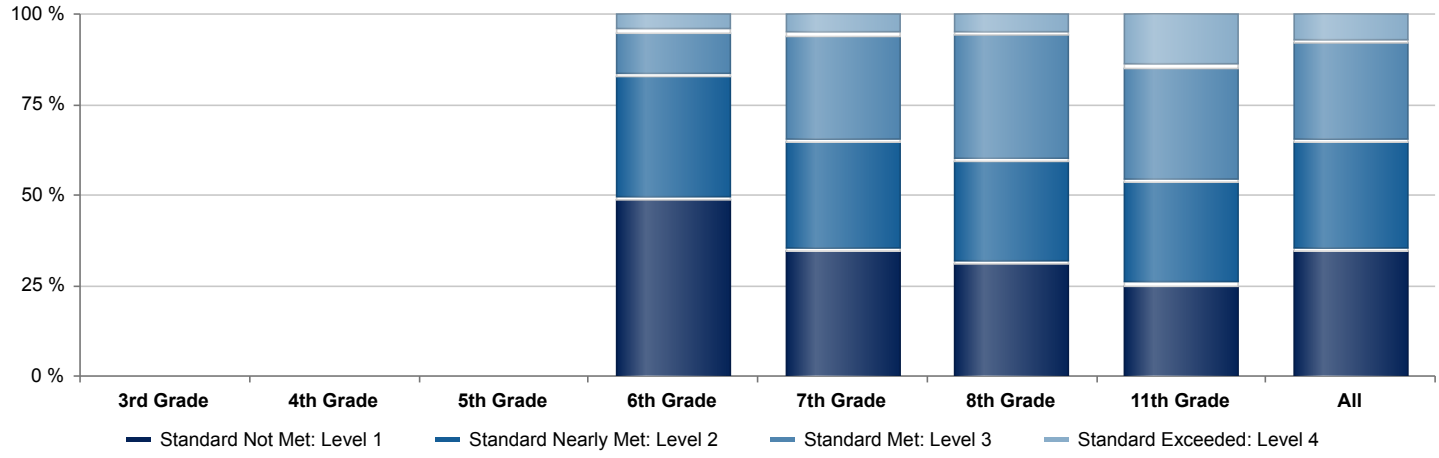
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	96	96	105	109	406
# of Students Tested	N/A	N/A	N/A	94	96	103	105	398
# of Students With Scores	N/A	N/A	N/A	94	96	103	105	398

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2461.5**	**2508.3**	**2537.3**	**2567.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	4.26 %	5.21 %	4.85 %	14.29 %	7.29 %
Standard Met: Level 3	N/A	N/A	N/A	11.70 %	29.17 %	34.95 %	31.43 %	27.14 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	34.04 %	30.21 %	28.16 %	28.57 %	30.15 %
Standard Not Met: Level 1	N/A	N/A	N/A	50.00 %	35.42 %	32.04 %	25.71 %	35.43 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.26 %	16.67 %	23.30 %	25.71 %	17.84 %
Near Standard	N/A	N/A	N/A	43.62 %	45.83 %	42.72 %	50.48 %	45.73 %
Below Standard	N/A	N/A	N/A	52.13 %	37.50 %	33.98 %	23.81 %	36.43 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5.32 %	12.50 %	7.77 %	17.14 %	10.80 %
Near Standard	N/A	N/A	N/A	30.85 %	43.75 %	59.22 %	44.76 %	44.97 %
Below Standard	N/A	N/A	N/A	63.83 %	43.75 %	33.01 %	38.10 %	44.22 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.26 %	7.29 %	9.71 %	20.00 %	10.55 %
Near Standard	N/A	N/A	N/A	64.89 %	58.33 %	67.96 %	64.76 %	64.07 %
Below Standard	N/A	N/A	N/A	30.85 %	34.38 %	22.33 %	15.24 %	25.38 %

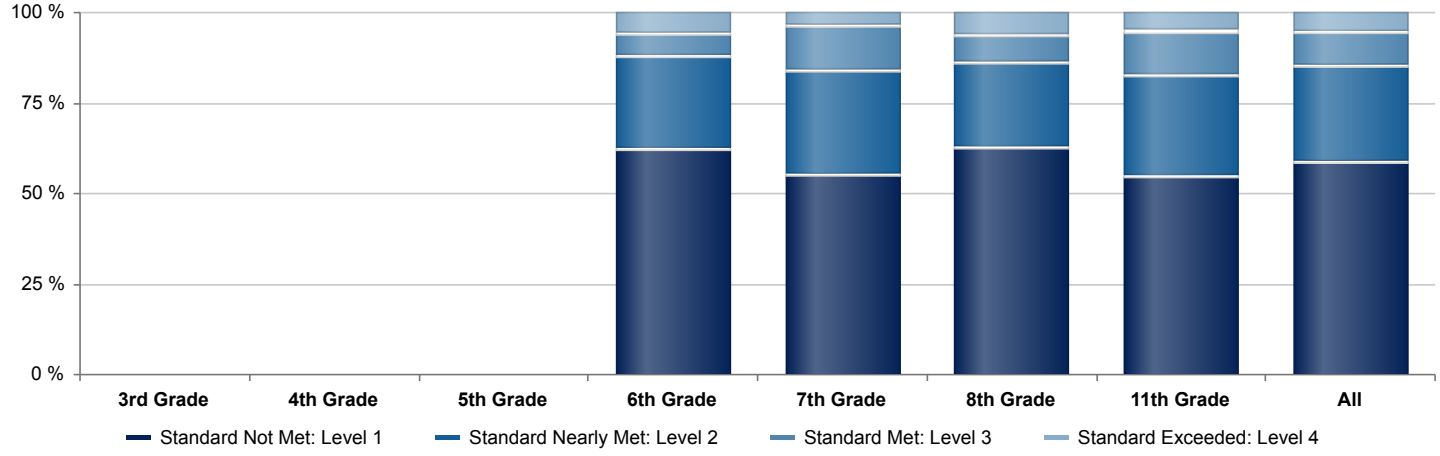
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8.51 %	12.50 %	12.62 %	19.05 %	13.32 %
Near Standard	N/A	N/A	N/A	47.87 %	60.42 %	55.34 %	56.19 %	55.03 %
Below Standard	N/A	N/A	N/A	43.62 %	27.08 %	32.04 %	24.76 %	31.66 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	96	96	105	109	406
# of Students Tested	N/A	N/A	N/A	94	95	103	105	397
# of Students With Scores	N/A	N/A	N/A	94	94	103	105	396
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2439.5**	**2463.7**	**2472.4**	**2533.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	5.32 %	3.19 %	5.83 %	4.76 %	4.80 %
Standard Met: Level 3	N/A	N/A	N/A	5.32 %	11.70 %	6.80 %	11.43 %	8.84 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	25.53 %	28.72 %	23.30 %	27.62 %	26.26 %
Standard Not Met: Level 1	N/A	N/A	N/A	63.83 %	56.38 %	64.08 %	56.19 %	60.10 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6.38 %	11.70 %	6.80 %	11.43 %	9.09 %
Near Standard	N/A	N/A	N/A	21.28 %	20.21 %	20.39 %	21.90 %	20.96 %
Below Standard	N/A	N/A	N/A	72.34 %	68.09 %	72.82 %	66.67 %	69.95 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	5.32 %	3.19 %	4.85 %	4.76 %	4.55 %
Near Standard	N/A	N/A	N/A	28.72 %	43.62 %	30.10 %	42.86 %	36.36 %
Below Standard	N/A	N/A	N/A	65.96 %	53.19 %	65.05 %	52.38 %	59.09 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	6.38 %	3.19 %	7.77 %	11.43 %	7.32 %
Near Standard	N/A	N/A	N/A	25.53 %	50.00 %	33.98 %	50.48 %	40.15 %
Below Standard	N/A	N/A	N/A	68.09 %	46.81 %	58.25 %	38.10 %	52.53 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Prep

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2015 **Select Group/Subgroup:** Ethnicity **Apply Selections**

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

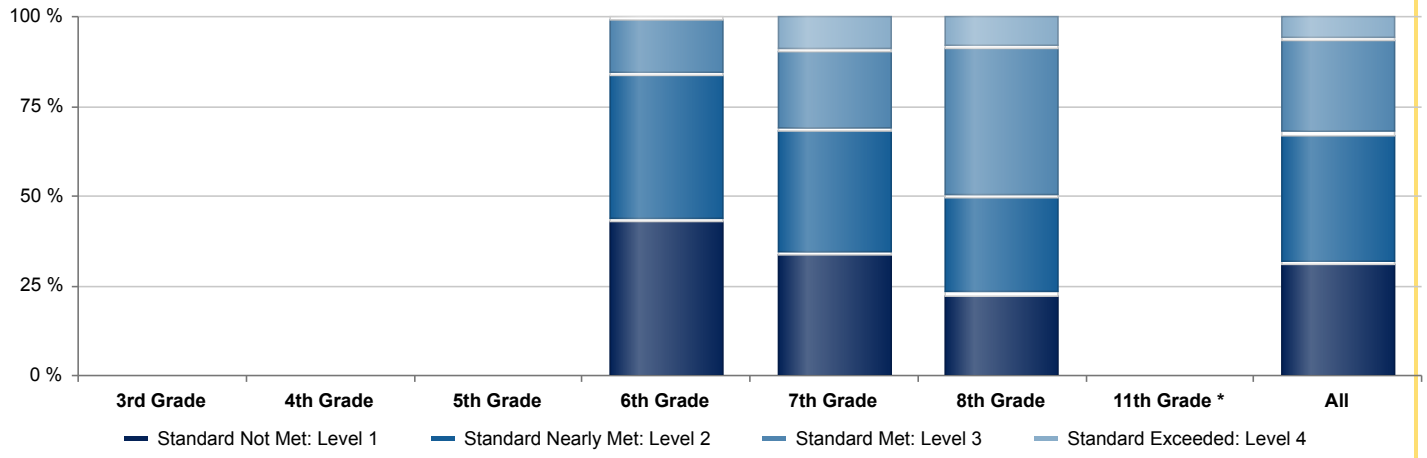
Smarter Balanced Results (2015)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	27	23	26	8	84
Number of Students With Scores	N/A	N/A	N/A	27	23	26	8	84

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2474.9**	**2510.4**	**2555.7**	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	9 %	8 %	*	6 %
Standard Met: Level 3	N/A	N/A	N/A	15 %	22 %	42 %	*	26 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	41 %	35 %	27 %	*	36 %
Standard Not Met: Level 1	N/A	N/A	N/A	44 %	35 %	23 %	*	32 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4 %	9 %	15 %	*	11 %
At or Near Standard	N/A	N/A	N/A	33 %	57 %	62 %	*	51 %
Below Standard	N/A	N/A	N/A	63 %	35 %	23 %	*	38 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4 %	13 %	19 %	*	12 %
At or Near Standard	N/A	N/A	N/A	59 %	57 %	54 %	*	57 %
Below Standard	N/A	N/A	N/A	37 %	30 %	27 %	*	31 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	9 %	15 %	*	8 %
At or Near Standard	N/A	N/A	N/A	78 %	61 %	65 %	*	68 %
Below Standard	N/A	N/A	N/A	22 %	30 %	19 %	*	24 %

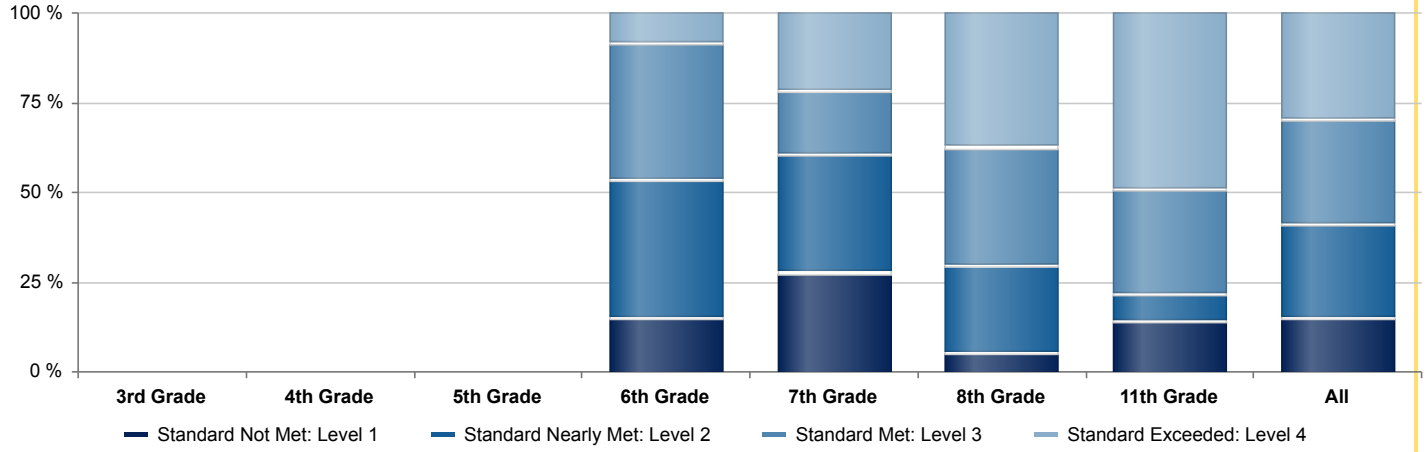
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	9 %	8 %	*	10 %
At or Near Standard	N/A	N/A	N/A	70 %	52 %	73 %	*	67 %
Below Standard	N/A	N/A	N/A	19 %	39 %	19 %	*	24 %

English Language Arts/Literacy Area Achievement Level Descriptors

Asian

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	13	18	21	14	66
Number of Students With Scores	N/A	N/A	N/A	13	18	21	14	66
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2528.2**	**2543.8**	**2624.5**	**2638.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	8 %	22 %	38 %	50 %	30 %
Standard Met: Level 3	N/A	N/A	N/A	38 %	17 %	33 %	29 %	29 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	38 %	33 %	24 %	7 %	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	15 %	28 %	5 %	14 %	15 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	15 %	17 %	48 %	57 %	35 %
At or Near Standard	N/A	N/A	N/A	62 %	39 %	38 %	21 %	39 %
Below Standard	N/A	N/A	N/A	23 %	44 %	14 %	21 %	26 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15 %	22 %	48 %	64 %	38 %
At or Near Standard	N/A	N/A	N/A	62 %	44 %	48 %	21 %	44 %
Below Standard	N/A	N/A	N/A	23 %	33 %	5 %	14 %	18 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8 %	17 %	19 %	36 %	20 %
At or Near Standard	N/A	N/A	N/A	77 %	56 %	76 %	50 %	65 %
Below Standard	N/A	N/A	N/A	15 %	28 %	5 %	14 %	15 %

Research/Inquiry: Investigating, analyzing, and presenting information

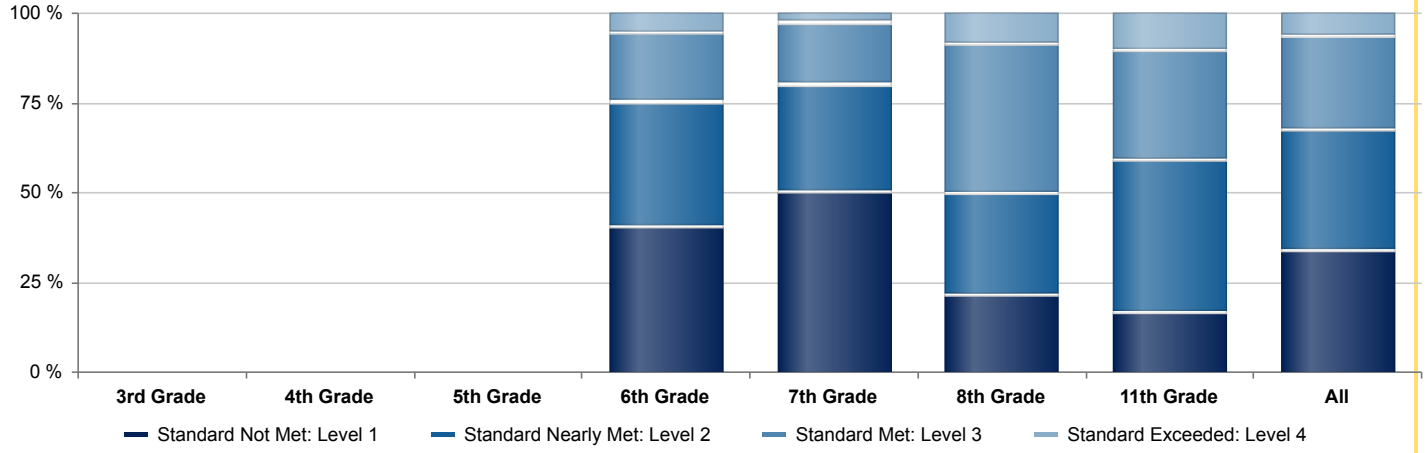
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23 %	28 %	43 %	50 %	36 %
At or Near Standard	N/A	N/A	N/A	69 %	56 %	52 %	36 %	53 %
Below Standard	N/A	N/A	N/A	8 %	17 %	5 %	14 %	11 %

English Language Arts/Literacy Area Achievement Level Descriptors

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Tested	N/A	N/A	N/A	43	54	36	42	175
Number of Students With Scores	N/A	N/A	N/A	43	54	36	42	175
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2477.0**	**2485.7**	**2557.1**	**2573.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	5 %	2 %	8 %	10 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	19 %	17 %	42 %	31 %	26 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	35 %	30 %	28 %	43 %	34 %
Standard Not Met: Level 1	N/A	N/A	N/A	42 %	52 %	22 %	17 %	35 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0 %	7 %	25 %	14 %	11 %
At or Near Standard	N/A	N/A	N/A	51 %	31 %	44 %	64 %	47 %
Below Standard	N/A	N/A	N/A	49 %	61 %	31 %	21 %	42 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	9 %	7 %	17 %	17 %	12 %
At or Near Standard	N/A	N/A	N/A	49 %	39 %	64 %	62 %	52 %
Below Standard	N/A	N/A	N/A	42 %	54 %	19 %	21 %	36 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	2 %	4 %	17 %	5 %	6 %
At or Near Standard	N/A	N/A	N/A	63 %	56 %	58 %	76 %	63 %
Below Standard	N/A	N/A	N/A	35 %	41 %	25 %	19 %	31 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	26 %	7 %	11 %	31 %	18 %
At or Near Standard	N/A	N/A	N/A	44 %	59 %	72 %	52 %	57 %

	Below Standard	N/A	N/A	N/A	30 %	33 %	17 %	17 %	25 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

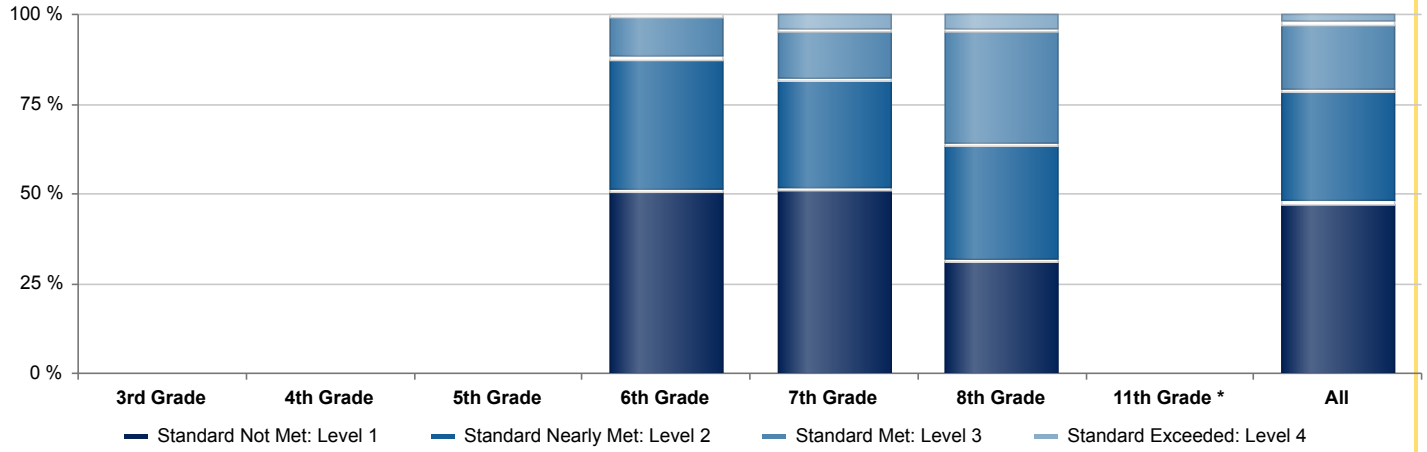
White

Ethnicity -- Two or More Races

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	27	23	25	8	83
Number of Students With Scores	N/A	N/A	N/A	27	23	25	8	83
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2465.0**	**2475.3**	**2538.8**	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	4 %	4 %	*	2 %
Standard Met: Level 3	N/A	N/A	N/A	11 %	13 %	32 %	*	18 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	37 %	30 %	32 %	*	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	52 %	52 %	32 %	*	48 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4 %	13 %	24 %	*	13 %
At or Near Standard	N/A	N/A	N/A	26 %	26 %	44 %	*	30 %
Below Standard	N/A	N/A	N/A	70 %	61 %	32 %	*	57 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	4 %	8 %	*	4 %
At or Near Standard	N/A	N/A	N/A	56 %	57 %	68 %	*	59 %
Below Standard	N/A	N/A	N/A	44 %	39 %	24 %	*	37 %

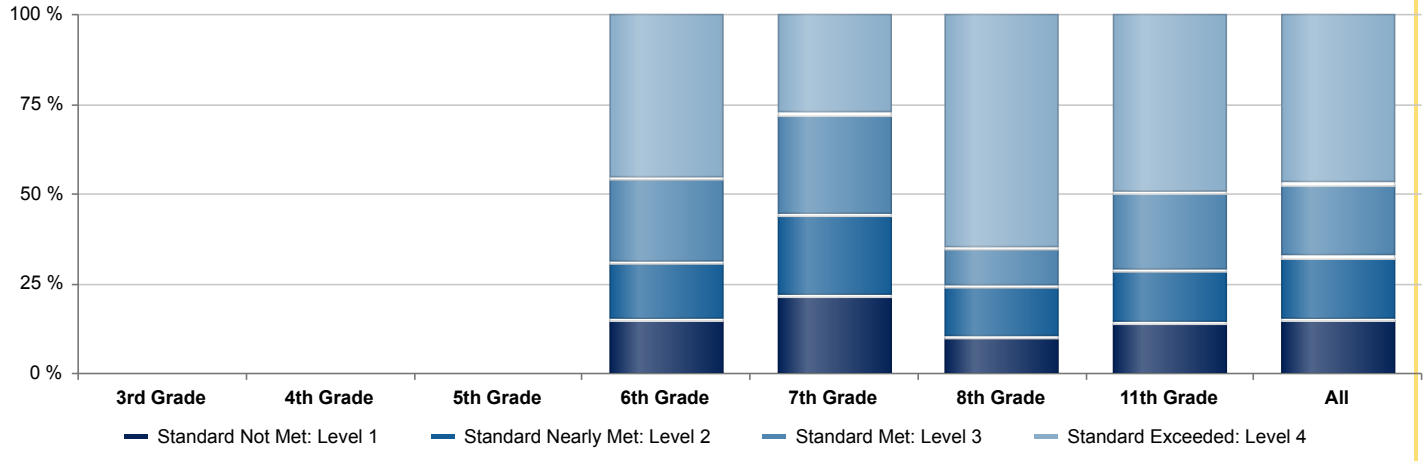
COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4 %	4 %	8 %	*	5 %
At or Near Standard	N/A	N/A	N/A	52 %	65 %	64 %	*	60 %
Below Standard	N/A	N/A	N/A	44 %	30 %	28 %	*	35 %

Mathematics Area Achievement Level Descriptors

Asian

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Tested	N/A	N/A	N/A	13	18	21	14	66
Number of Students With Scores	N/A	N/A	N/A	13	18	21	14	66
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2583.4**	**2574.4**	**2673.2**	**2694.9**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	46 %	28 %	67 %	50 %	48 %
Standard Met: Level 3	N/A	N/A	N/A	23 %	28 %	10 %	21 %	20 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	15 %	22 %	14 %	14 %	17 %
Standard Not Met: Level 1	N/A	N/A	N/A	15 %	22 %	10 %	14 %	15 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	54 %	33 %	71 %	64 %	56 %
At or Near Standard	N/A	N/A	N/A	23 %	39 %	19 %	29 %	27 %
Below Standard	N/A	N/A	N/A	23 %	28 %	10 %	7 %	17 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	38 %	22 %	62 %	57 %	45 %
At or Near Standard	N/A	N/A	N/A	46 %	61 %	24 %	36 %	41 %
Below Standard	N/A	N/A	N/A	15 %	17 %	14 %	7 %	14 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

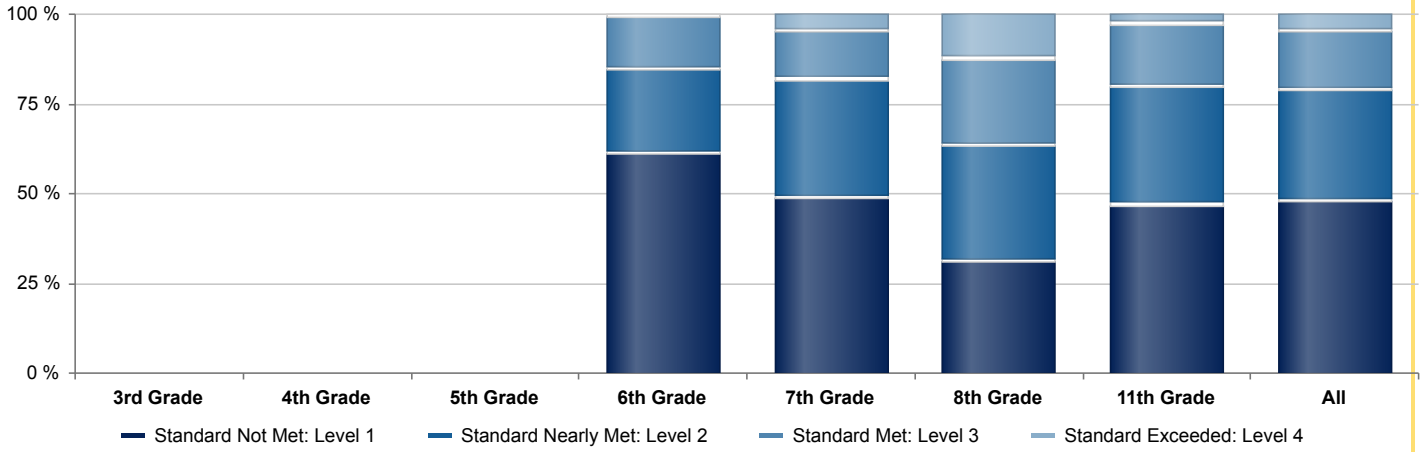
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	38 %	33 %	62 %	64 %	50 %
At or Near Standard	N/A	N/A	N/A	46 %	61 %	38 %	21 %	42 %
Below Standard	N/A	N/A	N/A	15 %	6 %	0 %	14 %	8 %

Mathematics Area Achievement Level Descriptors

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	43	54	34	42	173
Number of Students With Scores	N/A	N/A	N/A	43	54	34	42	173
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2454.6**	**2481.8**	**2543.0**	**2535.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	4 %	12 %	2 %	4 %
Standard Met: Level 3	N/A	N/A	N/A	14 %	13 %	24 %	17 %	16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	23 %	33 %	32 %	33 %	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	63 %	50 %	32 %	48 %	49 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	5 %	6 %	26 %	10 %	10 %
At or Near Standard	N/A	N/A	N/A	21 %	37 %	38 %	31 %	32 %
Below Standard	N/A	N/A	N/A	74 %	57 %	35 %	60 %	58 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0 %	6 %	12 %	5 %	5 %
At or Near Standard								

	N/A	N/A	N/A	49 %	41 %	53 %	62 %	50 %
Below Standard	N/A	N/A	N/A	51 %	54 %	35 %	33 %	45 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	2 %	4 %	15 %	7 %	6 %
At or Near Standard	N/A	N/A	N/A	47 %	72 %	56 %	60 %	60 %
Below Standard	N/A	N/A	N/A	51 %	24 %	29 %	33 %	34 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Ethnicity -- Two or More Races

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2016 | Select Group/Subgroup: Ethnicity | Apply Selections

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

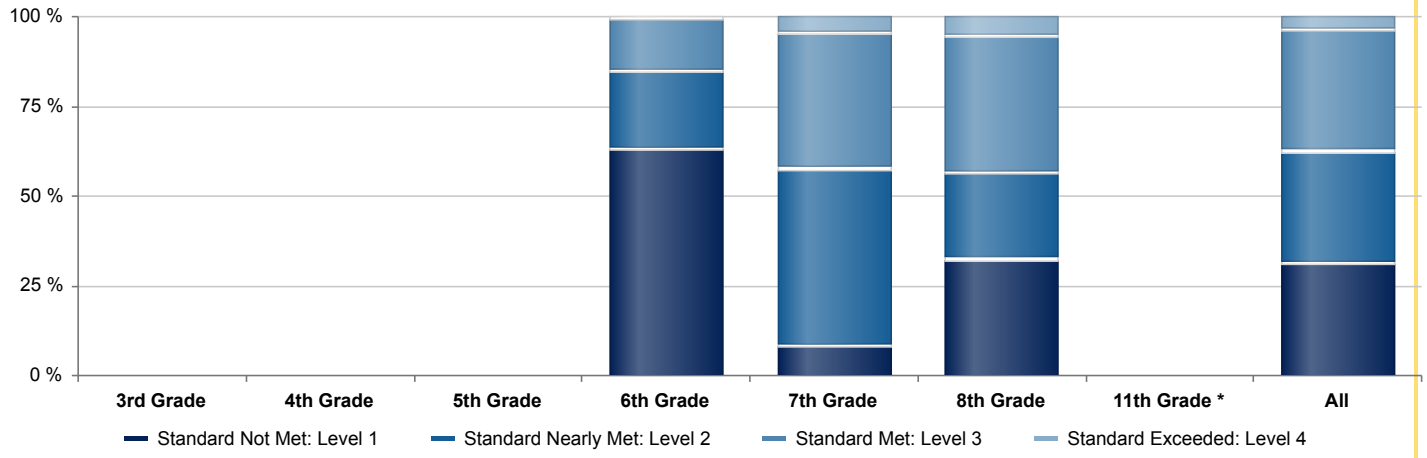
Smarter Balanced Results (2016)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	15	24	21	10	70
# of Students Tested	N/A	N/A	N/A	14	24	21	9	68
# of Students With Scores	N/A	N/A	N/A	14	24	21	9	68

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2431.3**	**2547.8**	**2539.0**	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	4 %	5 %	*	3 %
Standard Met: Level 3	N/A	N/A	N/A	14 %	38 %	38 %	*	34 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	21 %	50 %	24 %	*	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	64 %	8 %	33 %	*	32 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	13 %	24 %	*	15 %
Near Standard	N/A	N/A	N/A	36 %	71 %	38 %	*	51 %
Below Standard	N/A	N/A	N/A	64 %	17 %	38 %	*	34 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	13 %	19 %	*	12 %
Near Standard	N/A	N/A	N/A	21 %	75 %	52 %	*	53 %
Below Standard	N/A	N/A	N/A	79 %	13 %	29 %	*	35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7 %	17 %	5 %	*	10 %
Near Standard	N/A	N/A	N/A	50 %	79 %	62 %	*	66 %
Below Standard	N/A	N/A	N/A	43 %	4 %	33 %	*	24 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

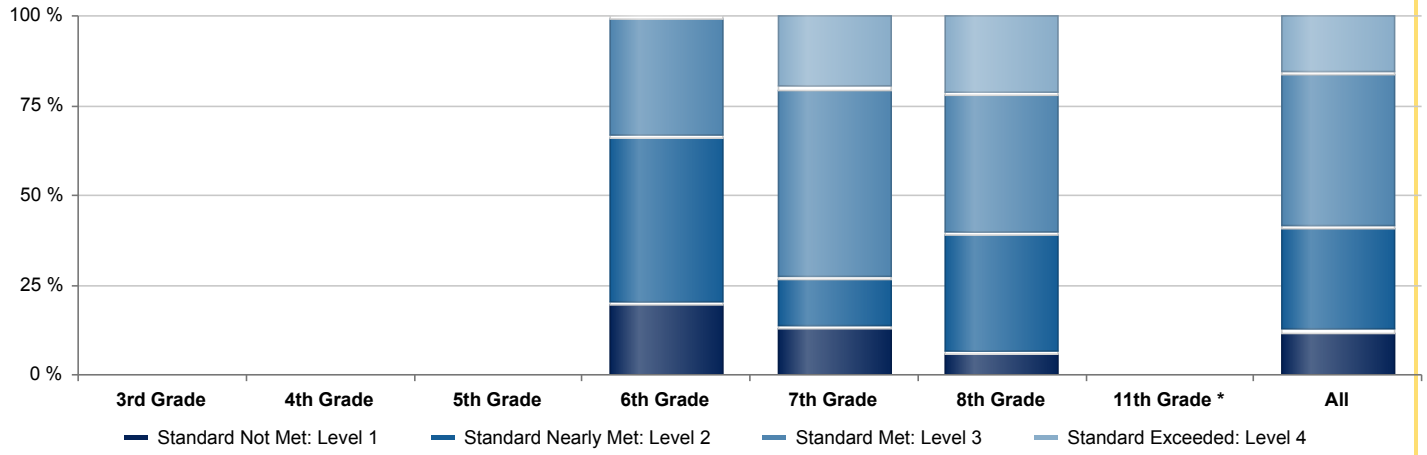
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	13 %	10 %	*	9 %
Near Standard	N/A	N/A	N/A	43 %	71 %	57 %	*	59 %
Below Standard	N/A	N/A	N/A	57 %	17 %	33 %	*	32 %

English Language Arts/Literacy Area Achievement Level Descriptors

American Indian or Alaska Native

Asian

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	16	16	18	10	60
# of Students Tested	N/A	N/A	N/A	15	15	18	10	58
# of Students With Scores	N/A	N/A	N/A	15	15	18	10	58
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2502.1**	**2576.8**	**2599.6**	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	20 %	22 %	*	16 %
Standard Met: Level 3	N/A	N/A	N/A	33 %	53 %	39 %	*	43 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	47 %	13 %	33 %	*	29 %
Standard Not Met: Level 1	N/A	N/A	N/A	20 %	13 %	6 %	*	12 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	13 %	33 %	39 %	*	28 %
Near Standard	N/A	N/A	N/A	67 %	47 %	44 %	*	55 %
Below Standard	N/A	N/A	N/A	20 %	20 %	17 %	*	17 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	40 %	17 %	*	21 %
Near Standard	N/A	N/A	N/A	67 %	47 %	78 %	*	66 %
Below Standard	N/A	N/A	N/A	33 %	13 %	6 %	*	14 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	7 %	17 %	*	14 %
Near Standard	N/A	N/A	N/A	73 %	80 %	72 %	*	76 %
Below Standard	N/A	N/A	N/A	7 %	13 %	11 %	*	10 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

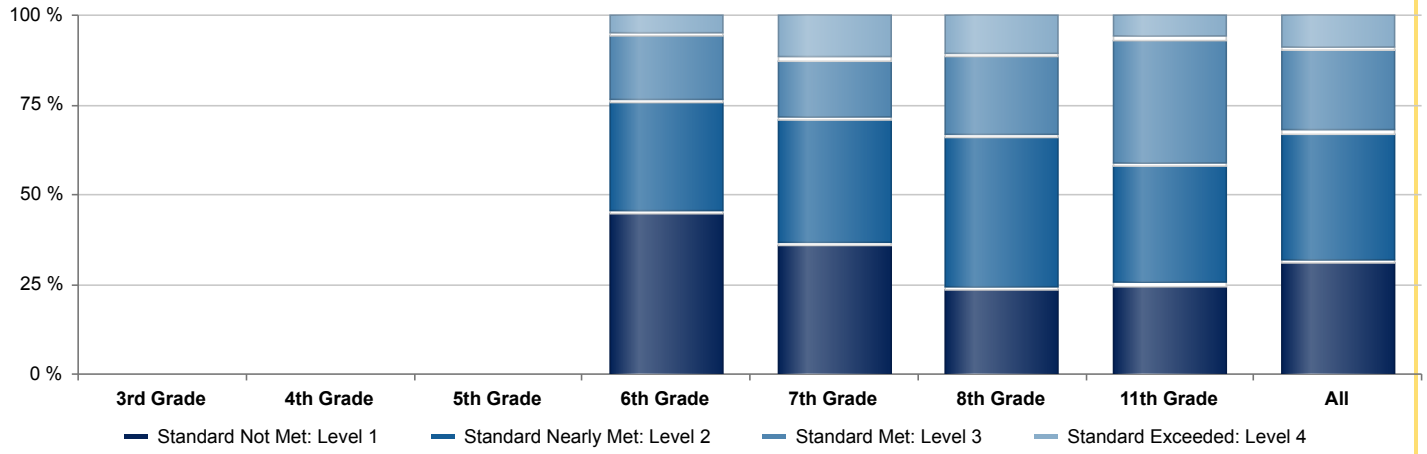
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7 %	20 %	33 %	*	24 %
Near Standard	N/A	N/A	N/A	93 %	73 %	61 %	*	72 %
Below Standard	N/A	N/A	N/A	0 %	7 %	6 %	*	3 %

English Language Arts/Literacy Area Achievement Level Descriptors

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	39	49	48	49	185
# of Students Tested	N/A	N/A	N/A	39	49	46	48	182
# of Students With Scores	N/A	N/A	N/A	39	49	46	48	182
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2456.3**	**2510.0**	**2538.2**	**2547.7**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	5 %	12 %	11 %	6 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	18 %	16 %	22 %	35 %	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	31 %	35 %	43 %	33 %	36 %
Standard Not Met: Level 1	N/A	N/A	N/A	46 %	37 %	24 %	25 %	32 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3 %	18 %	15 %	6 %	11 %
Near Standard	N/A	N/A	N/A	51 %	41 %	50 %	69 %	53 %
Below Standard	N/A	N/A	N/A	46 %	41 %	35 %	25 %	36 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3 %	16 %	13 %	13 %	12 %
Near Standard	N/A	N/A	N/A	36 %	49 %	59 %	56 %	51 %
Below Standard	N/A	N/A	N/A	62 %	35 %	28 %	31 %	38 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10 %	6 %	7 %	8 %	8 %
Near Standard	N/A	N/A	N/A	62 %	65 %	72 %	67 %	66 %
Below Standard	N/A	N/A	N/A	28 %	29 %	22 %	25 %	26 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8 %	16 %	11 %	13 %	12 %

	Near Standard	N/A	N/A	N/A	72 %	43 %	61 %	60 %	58 %
	Below Standard	N/A	N/A	N/A	21 %	41 %	28 %	27 %	30 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

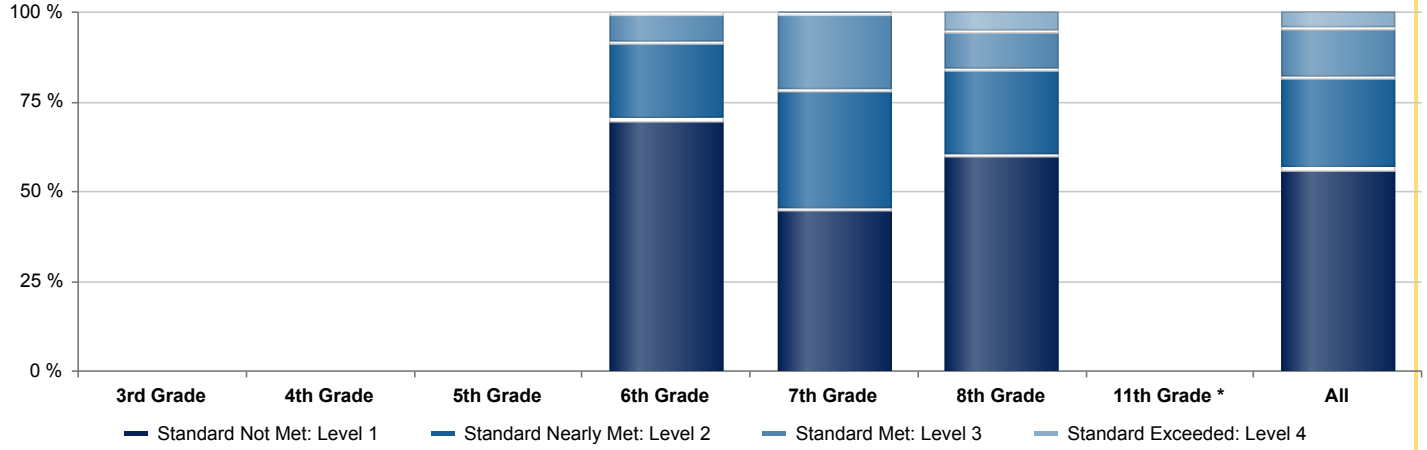
White

Ethnicity -- Two or More Races

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	15	24	21	10	70
# of Students Tested	N/A	N/A	N/A	14	24	21	9	68
# of Students With Scores	N/A	N/A	N/A	14	24	21	9	68
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2431.6**	**2488.1**	**2477.5**	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	5 %	*	4 %
Standard Met: Level 3	N/A	N/A	N/A	7 %	21 %	10 %	*	13 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	21 %	33 %	24 %	*	25 %
Standard Not Met: Level 1	N/A	N/A	N/A	71 %	46 %	62 %	*	57 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	8 %	14 %	*	12 %
Near Standard	N/A	N/A	N/A	14 %	46 %	19 %	*	25 %
Below Standard	N/A	N/A	N/A	86 %	46 %	67 %	*	63 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	4 %	5 %	*	6 %
Near Standard	N/A	N/A	N/A	14 %	42 %	57 %	*	38 %
Below Standard	N/A	N/A	N/A	86 %	54 %	38 %	*	56 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

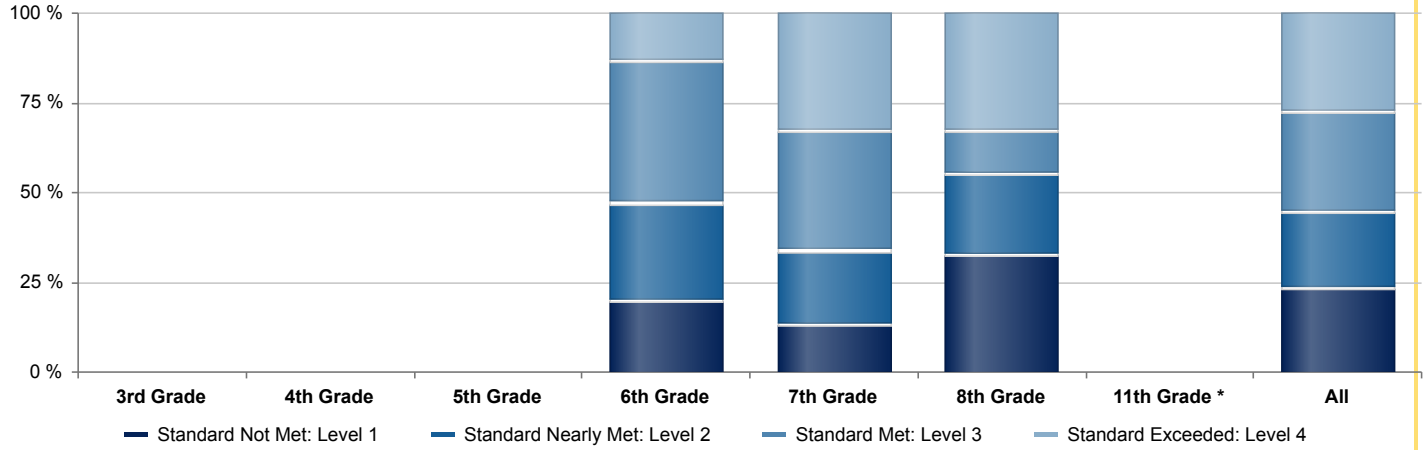
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	8 %	10 %	*	7 %
Near Standard	N/A	N/A	N/A	43 %	46 %	43 %	*	46 %
Below Standard	N/A	N/A	N/A	57 %	46 %	48 %	*	47 %

Mathematics Area Achievement Level Descriptors

American Indian or Alaska Native

Asian

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	16	16	18	10	60
# of Students Tested	N/A	N/A	N/A	15	15	18	10	58
# of Students With Scores	N/A	N/A	N/A	15	15	18	10	58
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2542.6**	**2584.1**	**2566.2**	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	13 %	33 %	33 %	*	28 %
Standard Met: Level 3	N/A	N/A	N/A	40 %	33 %	11 %	*	28 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27 %	20 %	22 %	*	21 %
Standard Not Met: Level 1	N/A	N/A	N/A	20 %	13 %	33 %	*	24 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	33 %	60 %	44 %	*	45 %
Near Standard	N/A	N/A	N/A	40 %	20 %	17 %	*	26 %
Below Standard	N/A	N/A	N/A	27 %	20 %	39 %	*	29 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	40 %	33 %	*	29 %
Near Standard	N/A	N/A	N/A	47 %	47 %	33 %	*	43 %
Below Standard	N/A	N/A	N/A	33 %	13 %	33 %	*	28 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

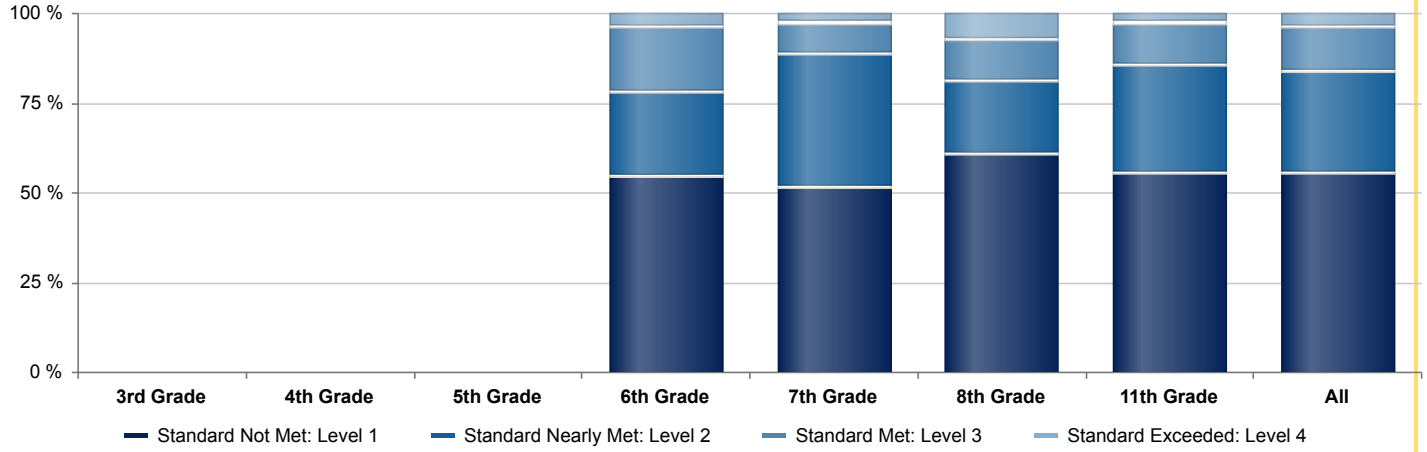
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13 %	33 %	28 %	*	28 %
Near Standard	N/A	N/A	N/A	53 %	67 %	56 %	*	59 %
Below Standard	N/A	N/A	N/A	33 %	0 %	17 %	*	14 %

Mathematics Area Achievement Level Descriptors

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	39	49	48	49	185
# of Students Tested	N/A	N/A	N/A	39	49	46	48	182
# of Students With Scores	N/A	N/A	N/A	39	49	46	47	181
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2450.7**	**2464.4**	**2491.2**	**2523.7**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3 %	2 %	7 %	2 %	3 %
Standard Met: Level 3	N/A	N/A	N/A	18 %	8 %	11 %	11 %	12 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	23 %	37 %	20 %	30 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	56 %	53 %	63 %	57 %	57 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5 %	6 %	9 %	2 %	6 %
Near Standard	N/A	N/A	N/A	36 %	20 %	28 %	38 %	30 %
Below Standard	N/A	N/A	N/A	59 %	73 %	63 %	60 %	64 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3 %	2 %	4 %	4 %	3 %
Near Standard	N/A	N/A	N/A	38 %	47 %	50 %	47 %	46 %
Below Standard	N/A	N/A	N/A	59 %	51 %	46 %	49 %	51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	2 %	7 %	2 %	3 %
Near Standard	N/A	N/A	N/A	44 %	45 %	46 %	62 %	49 %
Below Standard	N/A	N/A	N/A	56 %	53 %	48 %	36 %	48 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Ethnicity -- Two or More Races

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017 Select Group/Subgroup: Ethnicity Apply Selections

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

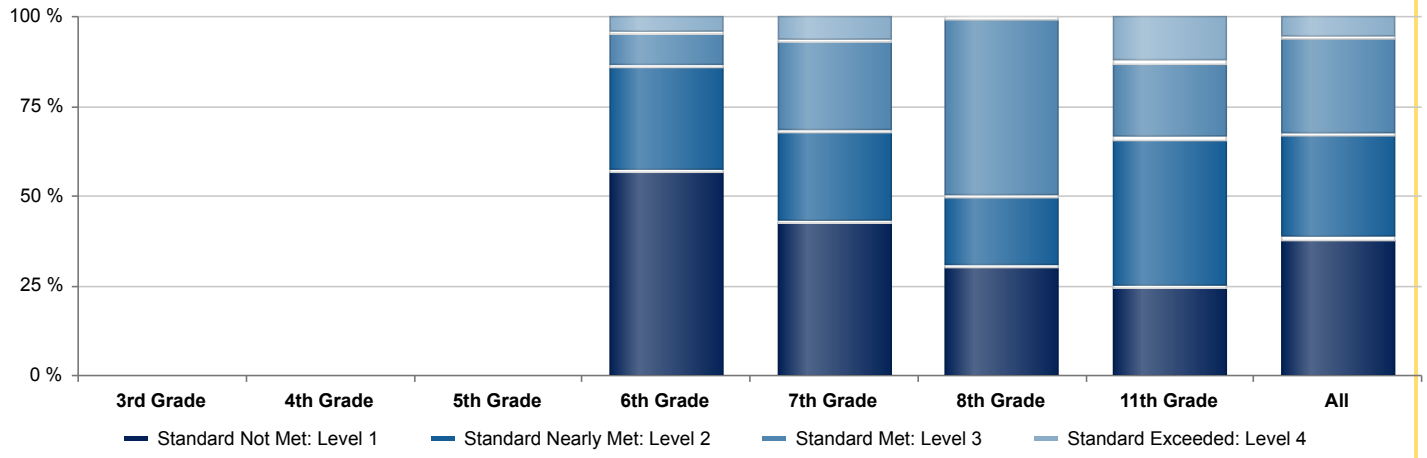
Smarter Balanced Results (2017)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	24	16	26	24	90
# of Students Tested	N/A	N/A	N/A	24	16	26	24	90
# of Students With Scores	N/A	N/A	N/A	24	16	26	24	90

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2464.0**	**2505.5**	**2541.9**	**2550.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	4.17 %	6.25 %	0.00 %	12.50 %	5.56 %
Standard Met: Level 3	N/A	N/A	N/A	8.33 %	25.00 %	50.00 %	20.83 %	26.67 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	29.17 %	25.00 %	19.23 %	41.67 %	28.89 %
Standard Not Met: Level 1	N/A	N/A	N/A	58.33 %	43.75 %	30.77 %	25.00 %	38.89 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.17 %	18.75 %	23.08 %	20.83 %	16.67 %
Near Standard	N/A	N/A	N/A	45.83 %	43.75 %	57.69 %	50.00 %	50.00 %
Below Standard	N/A	N/A	N/A	50.00 %	37.50 %	19.23 %	29.17 %	33.33 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	18.75 %	3.85 %	12.50 %	7.78 %
Near Standard	N/A	N/A	N/A	33.33 %	37.50 %	69.23 %	50.00 %	48.89 %
Below Standard	N/A	N/A	N/A	66.67 %	43.75 %	26.92 %	37.50 %	43.33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.17 %	0.00 %	15.38 %	16.67 %	10.00 %
Near Standard	N/A	N/A	N/A	66.67 %	75.00 %	57.69 %	75.00 %	67.78 %
Below Standard	N/A	N/A	N/A	29.17 %	25.00 %	26.92 %	8.33 %	22.22 %

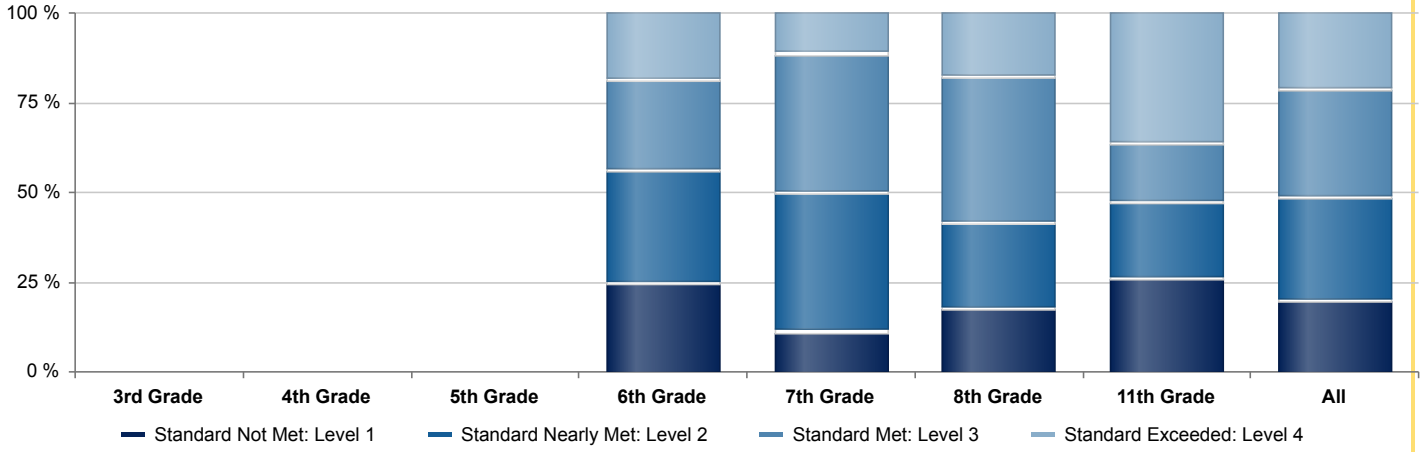
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8.33 %	6.25 %	11.54 %	12.50 %	10.00 %
Near Standard	N/A	N/A	N/A	41.67 %	56.25 %	53.85 %	58.33 %	52.22 %
Below Standard	N/A	N/A	N/A	50.00 %	37.50 %	34.62 %	29.17 %	37.78 %

English Language Arts/Literacy Area Achievement Level Descriptors

Asian

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	16	18	17	20	71
# of Students Tested	N/A	N/A	N/A	16	18	17	19	70
# of Students With Scores	N/A	N/A	N/A	16	18	17	19	70
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2520.3**	**2552.8**	**2575.6**	**2608.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	18.75 %	11.11 %	17.65 %	36.84 %	21.43 %
Standard Met: Level 3	N/A	N/A	N/A	25.00 %	38.89 %	41.18 %	15.79 %	30.00 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	31.25 %	38.89 %	23.53 %	21.05 %	28.57 %
Standard Not Met: Level 1	N/A	N/A	N/A	25.00 %	11.11 %	17.65 %	26.32 %	20.00 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	18.75 %	27.78 %	35.29 %	42.11 %	31.43 %
Near Standard	N/A	N/A	N/A	50.00 %	61.11 %	35.29 %	36.84 %	45.71 %
Below Standard	N/A	N/A	N/A	31.25 %	11.11 %	29.41 %	21.05 %	22.86 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**

Above Standard	N/A	N/A	N/A	25.00 %	16.67 %	29.41 %	36.84 %	27.14 %
Near Standard	N/A	N/A	N/A	37.50 %	55.56 %	52.94 %	31.58 %	44.29 %
Below Standard	N/A	N/A	N/A	37.50 %	27.78 %	17.65 %	31.58 %	28.57 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	18.75 %	27.78 %	17.65 %	26.32 %	22.86 %
Near Standard	N/A	N/A	N/A	62.50 %	61.11 %	64.71 %	57.89 %	61.43 %
Below Standard	N/A	N/A	N/A	18.75 %	11.11 %	17.65 %	15.79 %	15.71 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

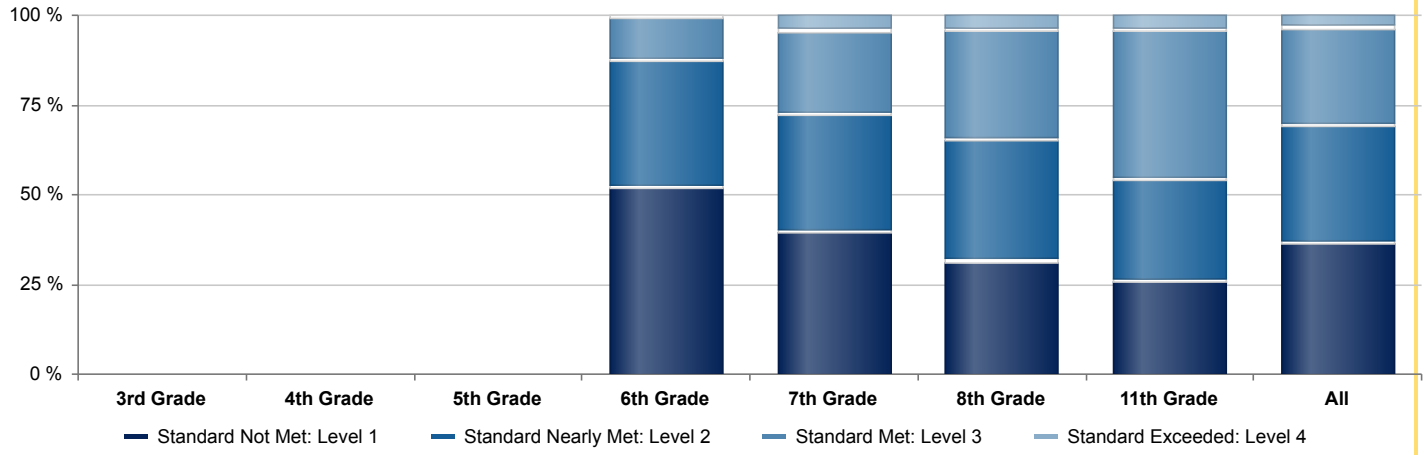
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	25.00 %	16.67 %	17.65 %	36.84 %	24.29 %
Near Standard	N/A	N/A	N/A	56.25 %	77.78 %	58.82 %	47.37 %	60.00 %
Below Standard	N/A	N/A	N/A	18.75 %	5.56 %	23.53 %	15.79 %	15.71 %

English Language Arts/Literacy Area Achievement Level Descriptors

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	46	52	53	56	207

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested	N/A	N/A	N/A	45	52	53	53	203
# of Students With Scores	N/A	N/A	N/A	45	52	53	53	203
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2441.8**	**2495.3**	**2535.1**	**2550.9**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0.00 %	3.85 %	3.77 %	3.77 %	2.96 %
Standard Met: Level 3	N/A	N/A	N/A	11.11 %	23.08 %	30.19 %	41.51 %	27.09 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	35.56 %	32.69 %	33.96 %	28.30 %	32.51 %
Standard Not Met: Level 1	N/A	N/A	N/A	53.33 %	40.38 %	32.08 %	26.42 %	37.44 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	13.46 %	20.75 %	20.75 %	14.29 %
Near Standard	N/A	N/A	N/A	40.00 %	38.46 %	41.51 %	54.72 %	43.84 %
Below Standard	N/A	N/A	N/A	60.00 %	48.08 %	37.74 %	24.53 %	41.87 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	2.22 %	9.62 %	3.77 %	9.43 %	6.40 %
Near Standard	N/A	N/A	N/A	26.67 %	42.31 %	62.26 %	47.17 %	45.32 %
Below Standard	N/A	N/A	N/A	71.11 %	48.08 %	33.96 %	43.40 %	48.28 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	3.85 %	5.66 %	16.98 %	6.90 %
Near Standard	N/A	N/A	N/A	62.22 %	50.00 %	75.47 %	66.04 %	63.55 %
Below Standard	N/A	N/A	N/A	37.78 %	46.15 %	18.87 %	16.98 %	29.56 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	2.22 %	9.62 %	13.21 %	11.32 %	9.36 %
Near Standard	N/A	N/A	N/A	48.89 %	57.69 %	58.49 %	62.26 %	57.14 %

	Below Standard	N/A	N/A	N/A	48.89 %	32.69 %	28.30 %	26.42 %	33.50 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

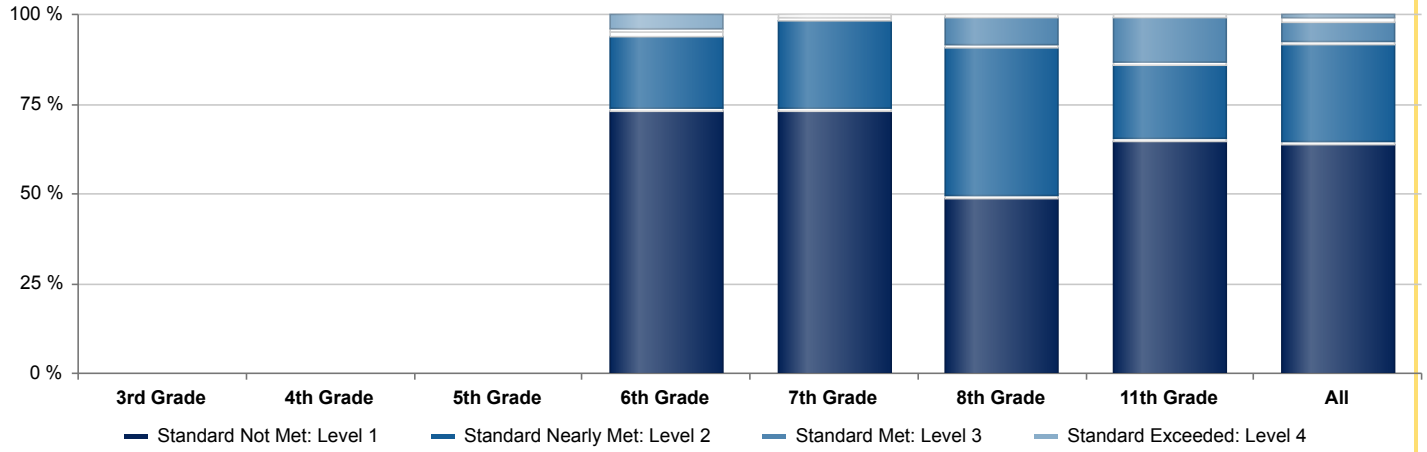
White

Ethnicity -- Two or More Races

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	24	16	26	24	90
# of Students Tested	N/A	N/A	N/A	24	16	26	24	90
# of Students With Scores	N/A	N/A	N/A	24	16	26	24	90
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2421.0**	**2433.5**	**2481.2**	**2511.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	4.17 %	0.00 %	0.00 %	0.00 %	1.11 %
Standard Met: Level 3	N/A	N/A	N/A	0.00 %	0.00 %	7.69 %	12.50 %	5.56 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	20.83 %	25.00 %	42.31 %	20.83 %	27.78 %
Standard Not Met: Level 1	N/A	N/A	N/A	75.00 %	75.00 %	50.00 %	66.67 %	65.56 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.17 %	0.00 %	3.85 %	8.33 %	4.44 %
Near Standard	N/A	N/A	N/A	8.33 %	6.25 %	30.77 %	12.50 %	15.56 %
Below Standard	N/A	N/A	N/A	87.50 %	93.75 %	65.38 %	79.17 %	80.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	25.00 %	25.00 %	42.31 %	41.67 %	34.44 %
Below Standard	N/A	N/A	N/A	75.00 %	75.00 %	57.69 %	58.33 %	65.56 %

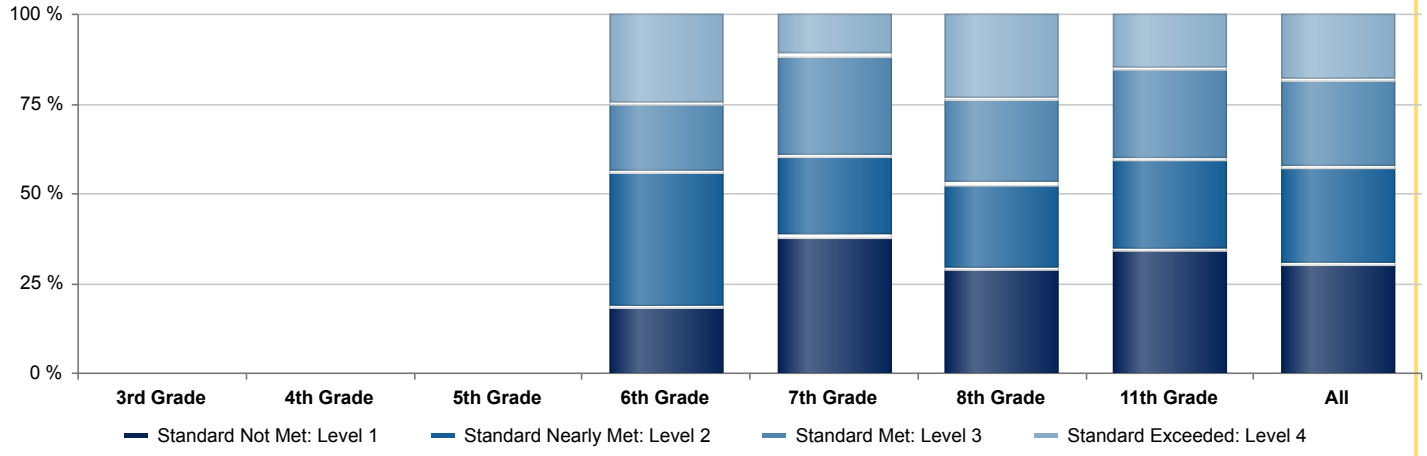
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.17 %	0.00 %	0.00 %	8.33 %	3.33 %
Near Standard	N/A	N/A	N/A	16.67 %	50.00 %	46.15 %	50.00 %	40.00 %
Below Standard	N/A	N/A	N/A	79.17 %	50.00 %	53.85 %	41.67 %	56.67 %

Mathematics Area Achievement Level Descriptors

Asian

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	16	18	17	20	71
# of Students Tested	N/A	N/A	N/A	16	18	17	20	71
# of Students With Scores	N/A	N/A	N/A	16	18	17	20	71
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2539.3**	**2521.2**	**2558.6**	**2602.8**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	25.00 %	11.11 %	23.53 %	15.00 %	18.31 %
Standard Met: Level 3	N/A	N/A	N/A	18.75 %	27.78 %	23.53 %	25.00 %	23.94 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	37.50 %	22.22 %	23.53 %	25.00 %	26.76 %
Standard Not Met: Level 1	N/A	N/A	N/A	18.75 %	38.89 %	29.41 %	35.00 %	30.99 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	25.00 %	38.89 %	29.41 %	30.00 %	30.99 %
Near Standard	N/A	N/A	N/A	56.25 %	11.11 %	35.29 %	25.00 %	30.99 %
Below Standard	N/A	N/A	N/A	18.75 %	50.00 %	35.29 %	45.00 %	38.03 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	31.25 %	5.56 %	17.65 %	20.00 %	18.31 %
Near Standard	N/A	N/A	N/A	50.00 %	55.56 %	47.06 %	55.00 %	52.11 %
Below Standard	N/A	N/A	N/A	18.75 %	38.89 %	35.29 %	25.00 %	29.58 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

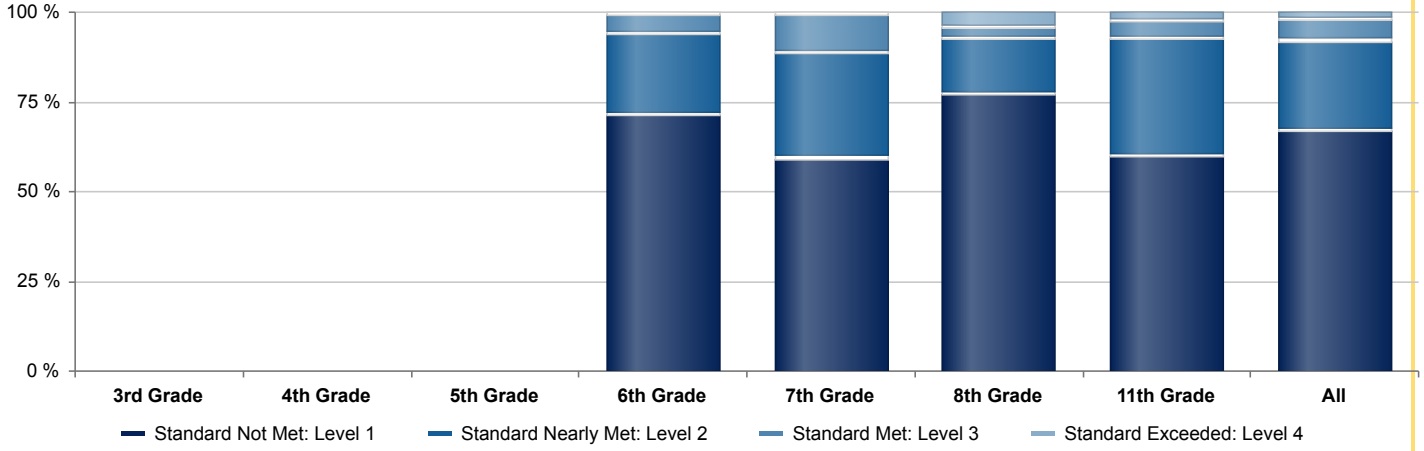
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	31.25 %	16.67 %	35.29 %	25.00 %	26.76 %
Near Standard	N/A	N/A	N/A	50.00 %	44.44 %	35.29 %	35.00 %	40.85 %
Below Standard	N/A	N/A	N/A	18.75 %	38.89 %	29.41 %	40.00 %	32.39 %

Mathematics Area Achievement Level Descriptors

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	46	52	53	56	207
# of Students Tested	N/A	N/A	N/A	45	52	53	52	202
# of Students With Scores	N/A	N/A	N/A	45	51	53	52	201
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2420.4**	**2450.1**	**2450.0**	**2510.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0.00 %	0.00 %	3.77 %	1.92 %	1.49 %
Standard Met: Level 3	N/A	N/A	N/A	4.44 %	9.80 %	1.89 %	3.85 %	4.98 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	22.22 %	29.41 %	15.09 %	32.69 %	24.88 %
Standard Not Met: Level 1	N/A	N/A	N/A	73.33 %	60.78 %	79.25 %	61.54 %	68.66 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	2.22 %	5.88 %	1.89 %	3.85 %	3.48 %
Near Standard	N/A	N/A	N/A	17.78 %	25.49 %	13.21 %	25.00 %	20.40 %
Below Standard	N/A	N/A	N/A	80.00 %	68.63 %	84.91 %	71.15 %	76.12 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard								

	N/A	N/A	N/A	0.00 %	0.00 %	3.77 %	0.00 %	1.00 %
Near Standard	N/A	N/A	N/A	22.22 %	47.06 %	22.64 %	40.38 %	33.33 %
Below Standard	N/A	N/A	N/A	77.78 %	52.94 %	73.58 %	59.62 %	65.67 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0.00 %	0.00 %	3.77 %	5.77 %	2.49 %
Near Standard	N/A	N/A	N/A	22.22 %	49.02 %	30.19 %	55.77 %	39.80 %
Below Standard	N/A	N/A	N/A	77.78 %	50.98 %	66.04 %	38.46 %	57.71 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Ethnicity -- Two or More Races

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Prep

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2015 **Select Group/Subgroup:** Economic Status **Apply Selections**

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

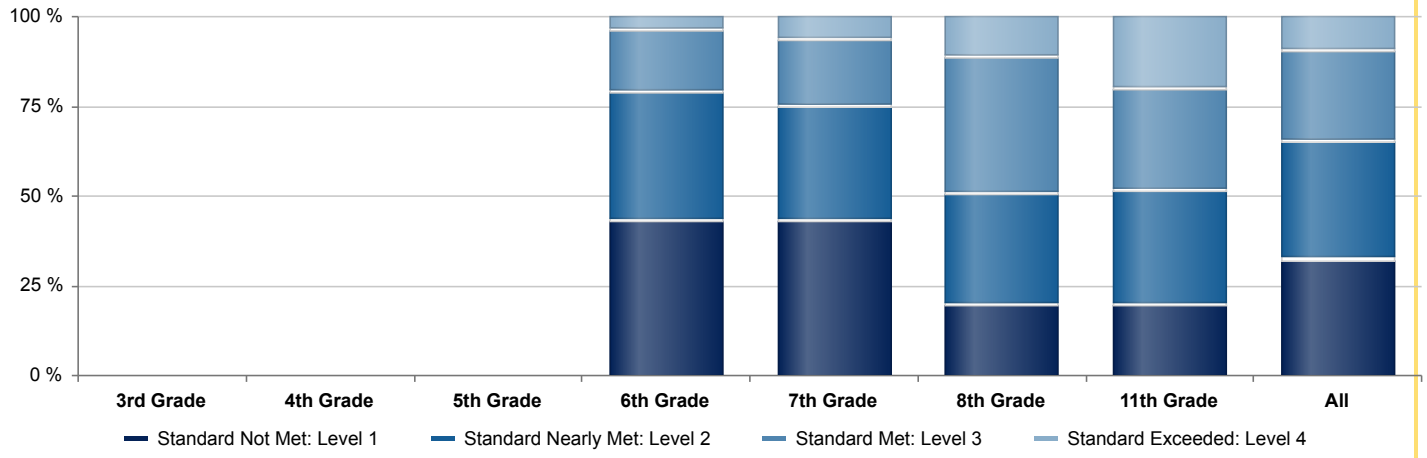
Smarter Balanced Results (2015)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically Disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	75	78	74	60	287
Number of Students With Scores	N/A	N/A	N/A	75	78	74	60	287

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2472.2**	**2501.0**	**2561.9**	**2586.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3 %	6 %	11 %	20 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	17 %	18 %	38 %	28 %	25 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	36 %	32 %	31 %	32 %	33 %
Standard Not Met: Level 1	N/A	N/A	N/A	44 %	44 %	20 %	20 %	33 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3 %	8 %	23 %	25 %	14 %
At or Near Standard	N/A	N/A	N/A	40 %	40 %	49 %	50 %	44 %
Below Standard	N/A	N/A	N/A	57 %	53 %	28 %	25 %	42 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7 %	10 %	18 %	27 %	15 %
At or Near Standard	N/A	N/A	N/A	48 %	42 %	65 %	53 %	52 %
Below Standard	N/A	N/A	N/A	45 %	47 %	18 %	20 %	33 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	1 %	8 %	16 %	17 %	10 %
At or Near Standard	N/A	N/A	N/A	65 %	56 %	61 %	62 %	61 %
Below Standard	N/A	N/A	N/A	33 %	36 %	23 %	22 %	29 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17 %	13 %	18 %	35 %	20 %
At or Near Standard	N/A	N/A	N/A	56 %	56 %	66 %	52 %	58 %
Below Standard	N/A	N/A	N/A	27 %	31 %	16 %	13 %	22 %

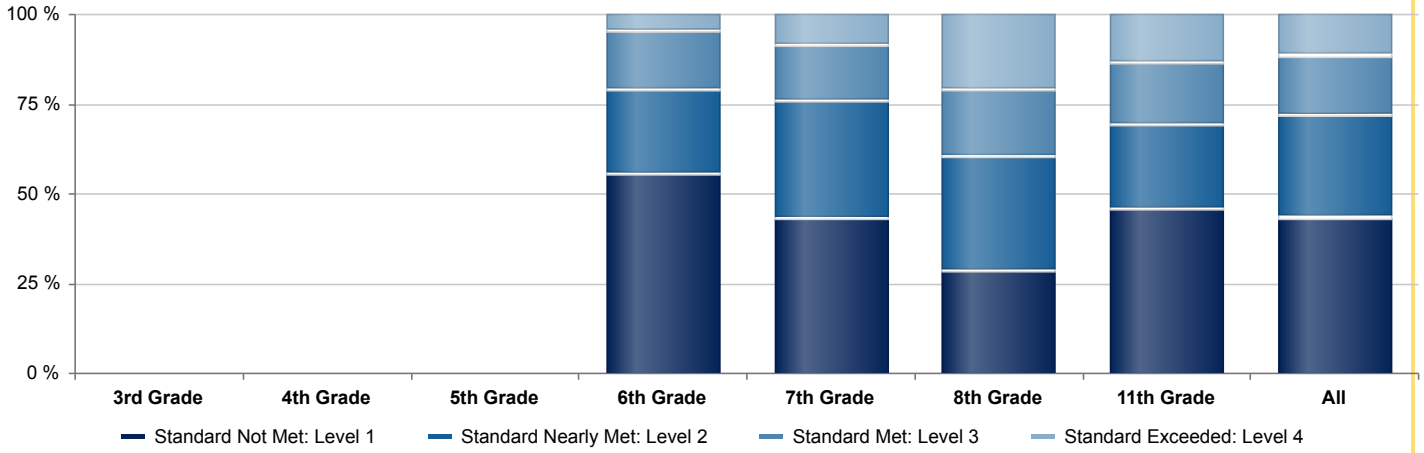
English Language Arts/Literacy Area Achievement Level Descriptors

Not Economically Disadvantaged

MATHEMATICS

Economically Disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	75	78	72	60	285
Number of Students With Scores	N/A	N/A	N/A	75	78	72	60	285
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2464.0**	**2501.8**	**2561.3**	**2569.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	4 %	8 %	21 %	13 %	11 %
Standard Met: Level 3	N/A	N/A	N/A	16 %	15 %	18 %	17 %	16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	23 %	33 %	32 %	23 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	57 %	44 %	29 %	47 %	44 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	9 %	12 %	33 %	25 %	19 %
At or Near Standard	N/A	N/A	N/A	23 %	40 %	36 %	25 %	31 %
Below Standard	N/A	N/A	N/A	68 %	49 %	31 %	50 %	49 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5 %	9 %	18 %	15 %	12 %
At or Near Standard	N/A	N/A	N/A	48 %	49 %	53 %	57 %	51 %
Below Standard	N/A	N/A	N/A	47 %	42 %	29 %	28 %	37 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5 %	10 %	21 %	20 %	14 %
At or Near Standard	N/A	N/A	N/A	45 %	68 %	53 %	50 %	54 %
Below Standard	N/A	N/A	N/A	49 %	22 %	26 %	30 %	32 %

Mathematics Area Achievement Level Descriptors

Not Economically Disadvantaged

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2016 | Select Group/Subgroup: Economic Status | Apply Selections

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

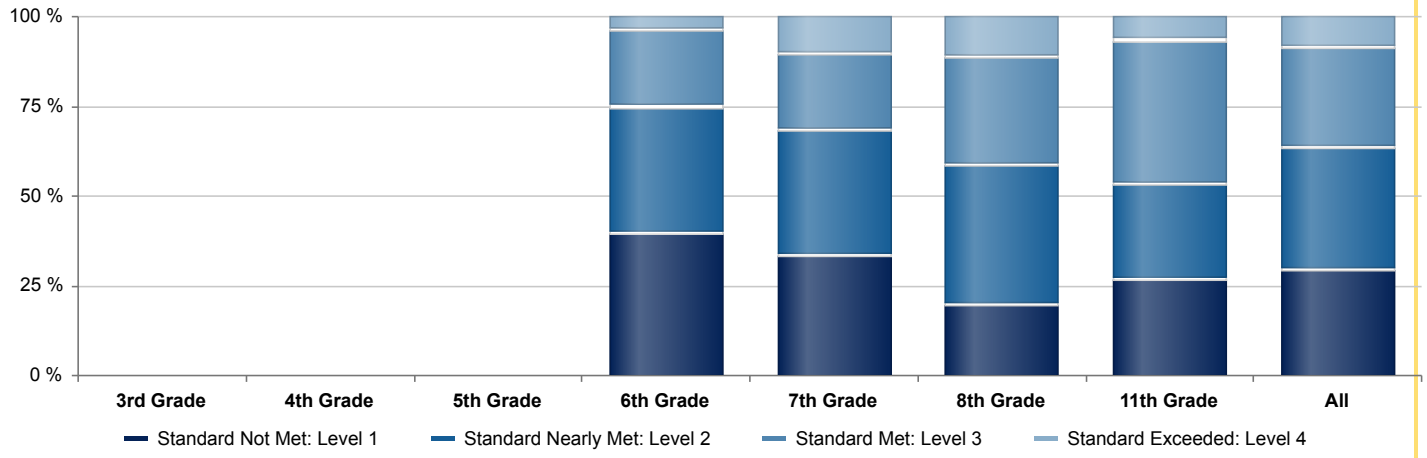
Smarter Balanced Results (2016)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically Disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	63	78	72	63	276
# of Students Tested	N/A	N/A	N/A	62	77	71	62	272
# of Students With Scores	N/A	N/A	N/A	62	77	71	62	272

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2467.8**	**2513.6**	**2550.9**	**2555.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3 %	10 %	11 %	6 %	8 %
Standard Met: Level 3	N/A	N/A	N/A	21 %	21 %	30 %	40 %	28 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	35 %	35 %	39 %	26 %	34 %
Standard Not Met: Level 1	N/A	N/A	N/A	40 %	34 %	20 %	27 %	30 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5 %	14 %	23 %	15 %	14 %
Near Standard	N/A	N/A	N/A	53 %	47 %	45 %	61 %	51 %
Below Standard	N/A	N/A	N/A	42 %	39 %	32 %	24 %	35 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3 %	13 %	15 %	15 %	12 %
Near Standard	N/A	N/A	N/A	40 %	55 %	62 %	58 %	54 %
Below Standard	N/A	N/A	N/A	56 %	32 %	23 %	27 %	34 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10 %	8 %	7 %	8 %	8 %
Near Standard	N/A	N/A	N/A	65 %	66 %	70 %	65 %	67 %
Below Standard	N/A	N/A	N/A	26 %	26 %	23 %	27 %	25 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8 %	16 %	15 %	16 %	14 %
Near Standard	N/A	N/A	N/A	73 %	44 %	61 %	58 %	58 %
Below Standard	N/A	N/A	N/A	19 %	40 %	24 %	26 %	28 %

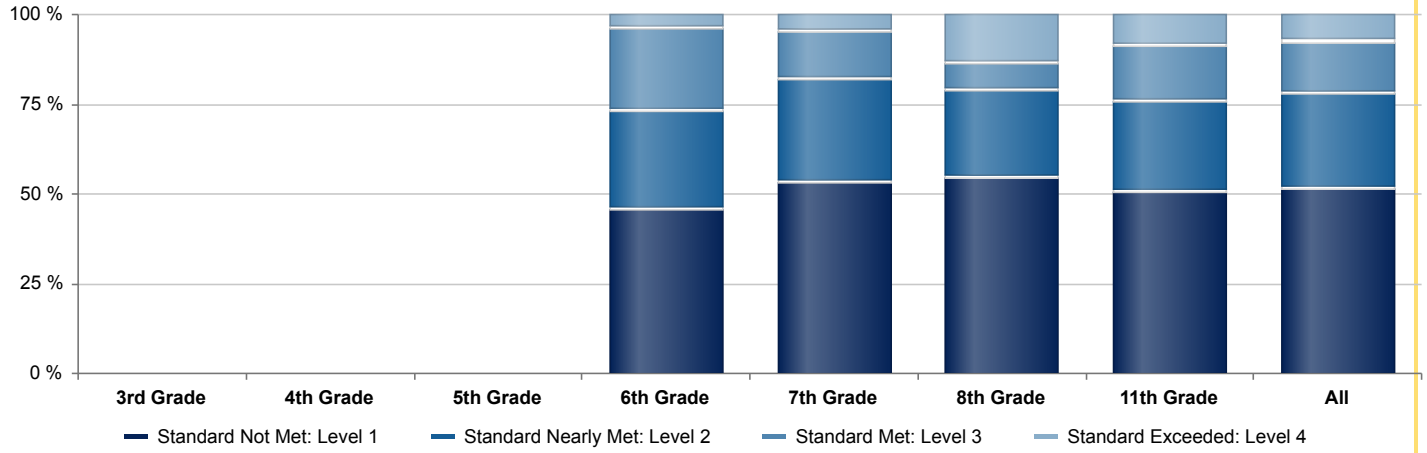
English Language Arts/Literacy Area Achievement Level Descriptors

Not Economically Disadvantaged

MATHEMATICS

Economically Disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	63	78	72	63	276
# of Students Tested	N/A	N/A	N/A	62	77	71	62	272
# of Students With Scores	N/A	N/A	N/A	62	77	71	61	271
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2467.9**	**2467.2**	**2502.4**	**2538.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3 %	4 %	13 %	8 %	7 %
Standard Met: Level 3	N/A	N/A	N/A	23 %	13 %	7 %	15 %	14 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27 %	29 %	24 %	25 %	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	47 %	55 %	56 %	52 %	53 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	11 %	12 %	15 %	13 %	13 %
Near Standard	N/A	N/A	N/A	35 %	23 %	25 %	33 %	29 %
Below Standard	N/A	N/A	N/A	53 %	65 %	59 %	54 %	58 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5 %	4 %	11 %	11 %	8 %
Near Standard	N/A	N/A	N/A	35 %	44 %	46 %	43 %	42 %
Below Standard	N/A	N/A	N/A	60 %	52 %	42 %	46 %	50 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	2 %	4 %	11 %	8 %	6 %
Near Standard	N/A	N/A	N/A	48 %	45 %	48 %	57 %	49 %
Below Standard	N/A	N/A	N/A	50 %	51 %	41 %	34 %	44 %

Mathematics Area Achievement Level Descriptors

Not Economically Disadvantaged

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2017 **Select Group/Subgroup:** Economic Status **Apply Selections**

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

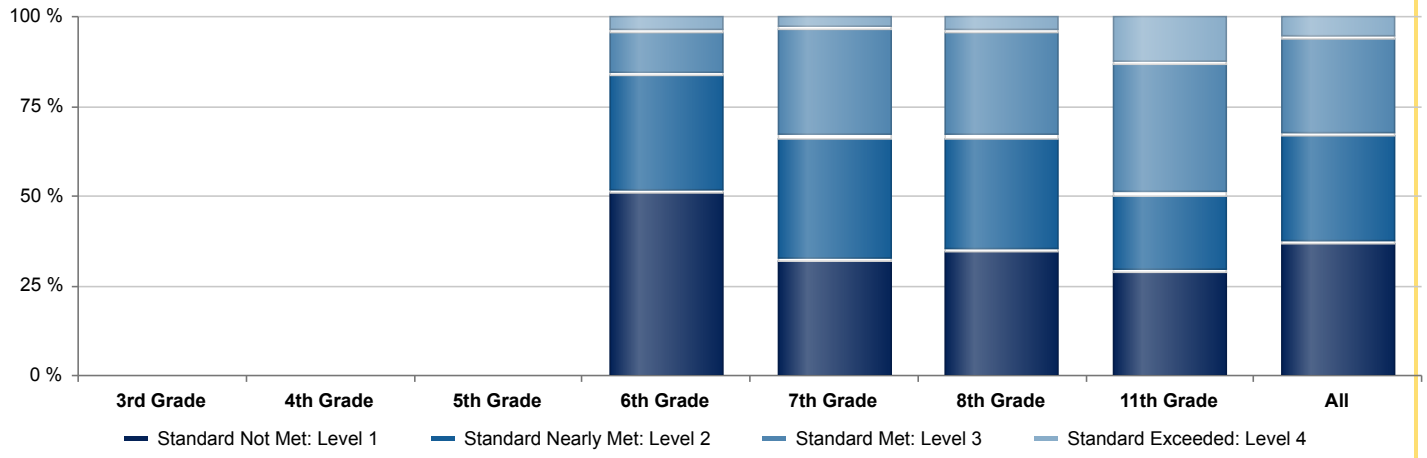
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically Disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	82	79	82	75	318
# of Students Tested	N/A	N/A	N/A	80	79	82	71	312
# of Students With Scores	N/A	N/A	N/A	80	79	82	71	312

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2457.3**	**2504.2**	**2527.5**	**2564.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	3.75 %	2.53 %	3.66 %	12.68 %	5.45 %
Standard Met: Level 3	N/A	N/A	N/A	11.25 %	30.38 %	29.27 %	36.62 %	26.60 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	32.50 %	34.18 %	31.71 %	21.13 %	30.13 %
Standard Not Met: Level 1	N/A	N/A	N/A	52.50 %	32.91 %	35.37 %	29.58 %	37.82 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3.75 %	13.92 %	20.73 %	25.35 %	15.71 %
Near Standard	N/A	N/A	N/A	43.75 %	48.10 %	41.46 %	49.30 %	45.51 %
Below Standard	N/A	N/A	N/A	52.50 %	37.97 %	37.80 %	25.35 %	38.78 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5.00 %	8.86 %	6.10 %	18.31 %	9.29 %
Near Standard	N/A	N/A	N/A	30.00 %	49.37 %	57.32 %	42.25 %	44.87 %
Below Standard	N/A	N/A	N/A	65.00 %	41.77 %	36.59 %	39.44 %	45.83 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	3.75 %	6.33 %	8.54 %	22.54 %	9.94 %
Near Standard	N/A	N/A	N/A	65.00 %	55.70 %	68.29 %	59.15 %	62.18 %
Below Standard	N/A	N/A	N/A	31.25 %	37.97 %	23.17 %	18.31 %	27.88 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7.50 %	10.13 %	9.76 %	19.72 %	11.54 %
Near Standard	N/A	N/A	N/A	47.50 %	63.29 %	56.10 %	54.93 %	55.45 %
Below Standard	N/A	N/A	N/A	45.00 %	26.58 %	34.15 %	25.35 %	33.01 %

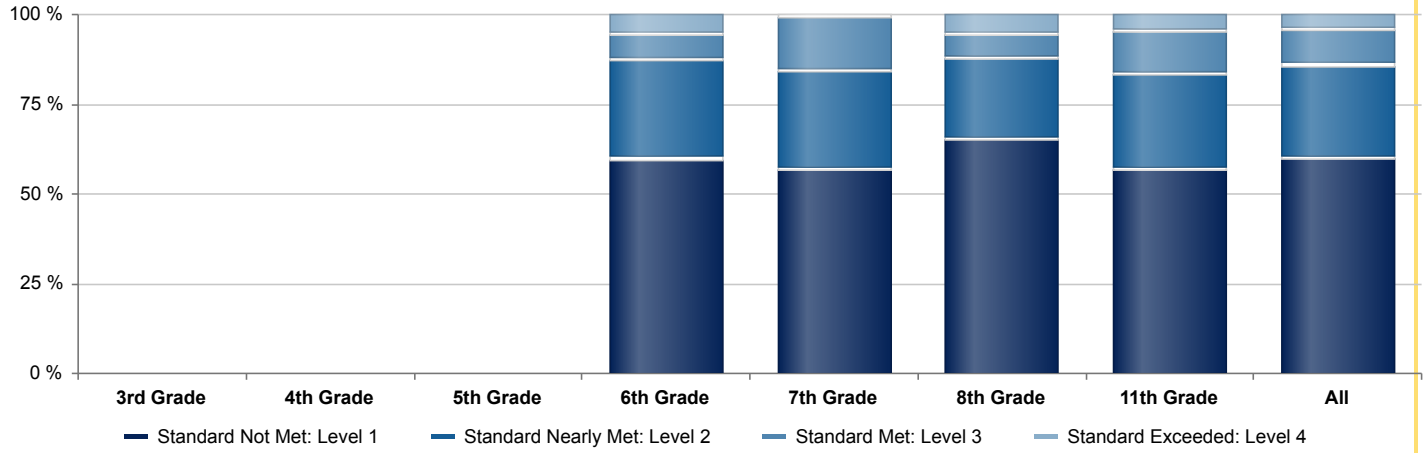
English Language Arts/Literacy Area Achievement Level Descriptors

Not Economically Disadvantaged

MATHEMATICS

Economically Disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	82	79	82	75	318
# of Students Tested	N/A	N/A	N/A	80	78	82	72	312
# of Students With Scores	N/A	N/A	N/A	80	77	82	72	311
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2441.2**	**2462.5**	**2464.4**	**2529.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	5.00 %	0.00 %	4.88 %	4.17 %	3.54 %
Standard Met: Level 3	N/A	N/A	N/A	6.25 %	14.29 %	6.10 %	11.11 %	9.32 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27.50 %	27.27 %	21.95 %	26.39 %	25.72 %
Standard Not Met: Level 1	N/A	N/A	N/A	61.25 %	58.44 %	67.07 %	58.33 %	61.41 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	6.25 %	10.39 %	6.10 %	11.11 %	8.36 %
Near Standard	N/A	N/A	N/A	23.75 %	19.48 %	19.51 %	18.06 %	20.26 %
Below Standard	N/A	N/A	N/A	70.00 %	70.13 %	74.39 %	70.83 %	71.38 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	6.25 %	1.30 %	3.66 %	4.17 %	3.86 %
Near Standard	N/A	N/A	N/A	30.00 %	46.75 %	30.49 %	43.06 %	37.30 %
Below Standard	N/A	N/A	N/A	63.75 %	51.95 %	65.85 %	52.78 %	58.84 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	6.25 %	1.30 %	7.32 %	12.50 %	6.75 %
Near Standard	N/A	N/A	N/A	27.50 %	49.35 %	32.93 %	48.61 %	39.23 %
Below Standard	N/A	N/A	N/A	66.25 %	49.35 %	59.76 %	38.89 %	54.02 %

Mathematics Area Achievement Level Descriptors

Not Economically Disadvantaged

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Prep

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent-English Proficient and English Only

Initially-Fluent English Proficient (IFEP)

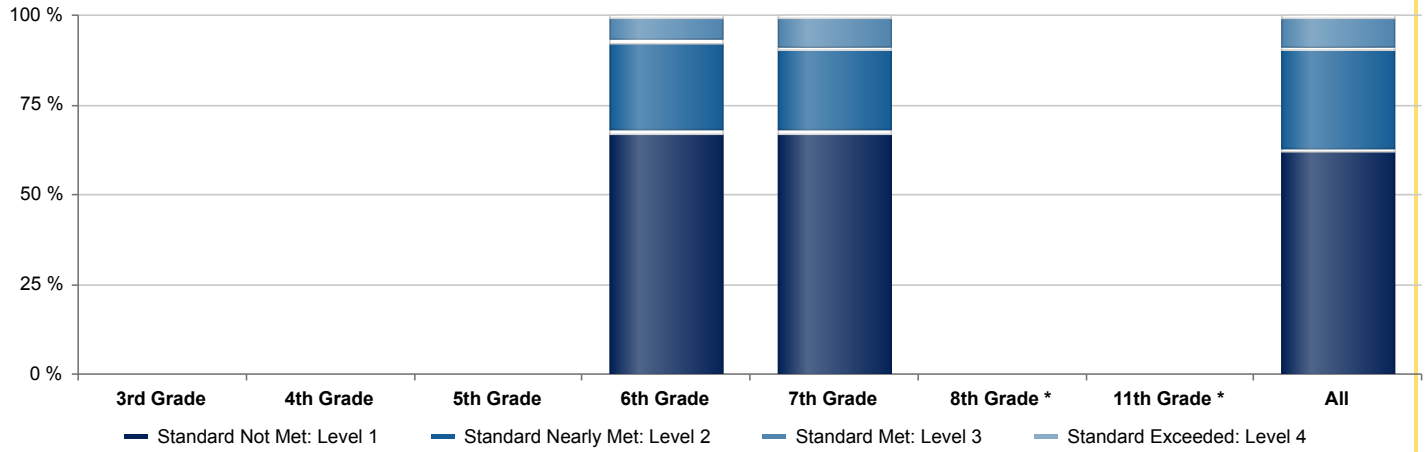
Reclassified-Fluent English Proficient (RFEP)

English Learners Enrolled in School in the U.S. Less Than 12 Months

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	16	26	9	9	60
Number of Students With Scores	N/A	N/A	N/A	16	26	9	9	60
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2421.4**	**2455.6**	*	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	*	*	0 %
Standard Met: Level 3	N/A	N/A	N/A	6 %	8 %	*	*	8 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	25 %	23 %	*	*	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	69 %	69 %	*	*	63 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0 %	4 %	*	*	3 %
At or Near Standard	N/A	N/A	N/A	31 %	19 %	*	*	28 %
Below Standard	N/A	N/A	N/A	69 %	77 %	*	*	68 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0 %	4 %	*	*	2 %
At or Near Standard	N/A	N/A	N/A	25 %	27 %	*	*	33 %
Below Standard	N/A	N/A	N/A	75 %	69 %	*	*	65 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	*	*	0 %
At or Near Standard	N/A	N/A	N/A	44 %	46 %	*	*	48 %
Below Standard	N/A	N/A	N/A	56 %	54 %	*	*	52 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6 %	4 %	*	*	3 %
At or Near Standard	N/A	N/A	N/A	44 %	54 %	*	*	55 %
Below Standard	N/A	N/A	N/A	50 %	42 %	*	*	42 %

English Language Arts/Literacy Area Achievement Level Descriptors

English Only

MATHEMATICS

Fluent-English Proficient and English Only

Initially-Fluent English Proficient (IFEP)

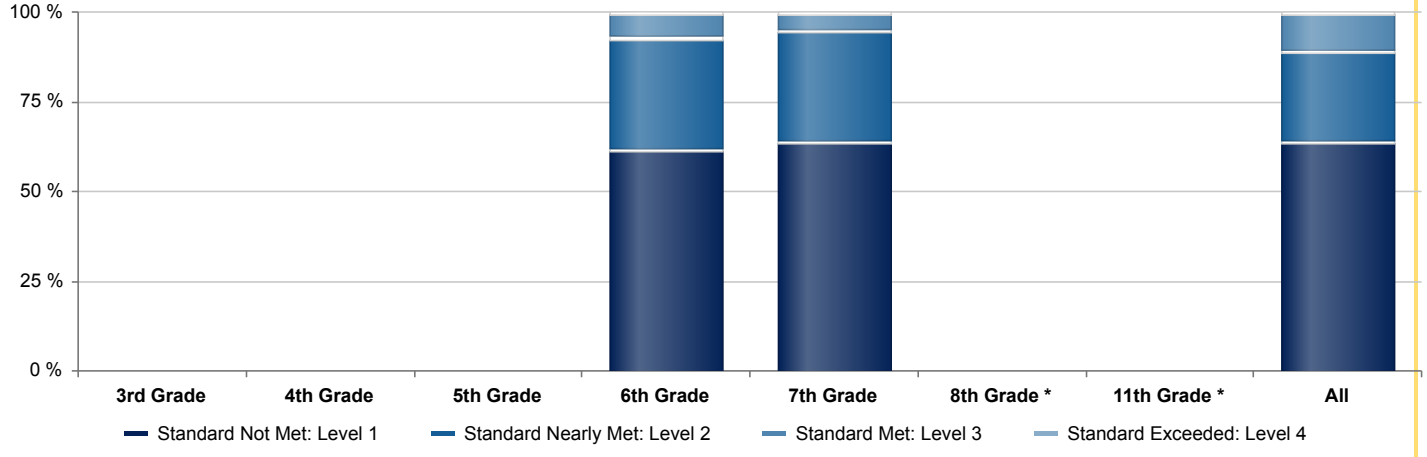
Reclassified-Fluent English Proficient (RFEP)

English Learners Enrolled in School in the U.S. Less Than 12 Months

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	94	109	93	72	368
Number of Students Tested	N/A	N/A	N/A	16	26	9	9	60
Number of Students With Scores	N/A	N/A	N/A	16	26	9	9	60
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2421.1**	**2439.7**	*	*	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	*	*	0 %
Standard Met: Level 3	N/A	N/A	N/A	6 %	4 %	*	*	10 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	31 %	31 %	*	*	25 %
Standard Not Met: Level 1	N/A	N/A	N/A	63 %	65 %	*	*	65 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	6 %	4 %	*	*	10 %
At or Near Standard	N/A	N/A	N/A	13 %	19 %	*	*	15 %
Below Standard	N/A	N/A	N/A	81 %	77 %	*	*	75 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0 %	0 %	*	*	0 %
At or Near Standard	N/A	N/A	N/A	38 %	31 %	*	*	42 %
Below Standard	N/A	N/A	N/A	63 %	69 %	*	*	58 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	0 %	0 %	*	*	2 %
At or Near Standard	N/A	N/A	N/A	31 %	73 %	*	*	62 %
Below Standard	N/A	N/A	N/A	69 %	27 %	*	*	37 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2016 **Select Group/Subgroup:** English-Language Fluency **Apply Selections**

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent-English Proficient and English Only

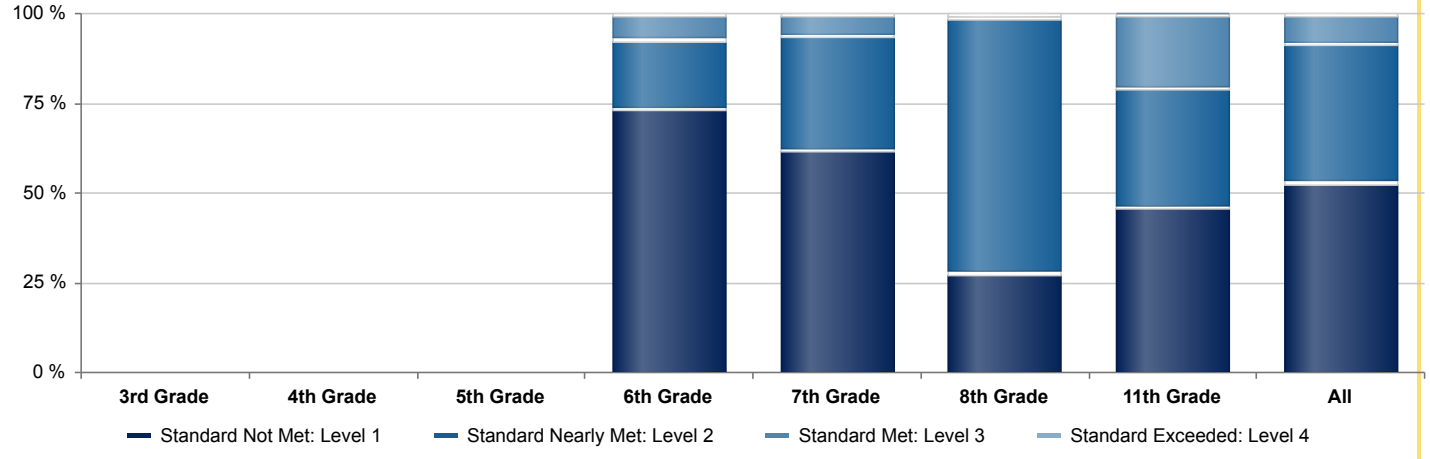
Initially-Fluent English Proficient (IFEP)

Reclassified-Fluent English Proficient (RFEP)

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	16	22	19	16	73
# of Students Tested	N/A	N/A	N/A	16	22	18	15	71
# of Students With Scores	N/A	N/A	N/A	16	22	18	15	71
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2397.4**	**2443.3**	**2498.7**	**2510.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	0 %	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	6 %	5 %	0 %	20 %	7 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	19 %	32 %	72 %	33 %	39 %
Standard Not Met: Level 1	N/A	N/A	N/A	75 %	64 %	28 %	47 %	54 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	0 %	7 %	1 %
Near Standard	N/A	N/A	N/A	25 %	41 %	50 %	47 %	41 %
Below Standard	N/A	N/A	N/A	75 %	59 %	50 %	47 %	58 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	5 %	0 %	0 %	1 %
Near Standard	N/A	N/A	N/A	19 %	32 %	61 %	67 %	44 %
Below Standard	N/A	N/A	N/A	81 %	64 %	39 %	33 %	55 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	0 %	0 %	0 %
Near Standard	N/A	N/A	N/A	50 %	50 %	61 %	47 %	52 %
Below Standard	N/A	N/A	N/A	50 %	50 %	39 %	53 %	48 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	0 %	0 %	0 %
Near Standard	N/A	N/A	N/A	69 %	27 %	61 %	60 %	52 %
Below Standard	N/A	N/A	N/A	31 %	73 %	39 %	40 %	48 %

English Language Arts/Literacy Area Achievement Level Descriptors

English Only

MATHEMATICS

Fluent-English Proficient and English Only

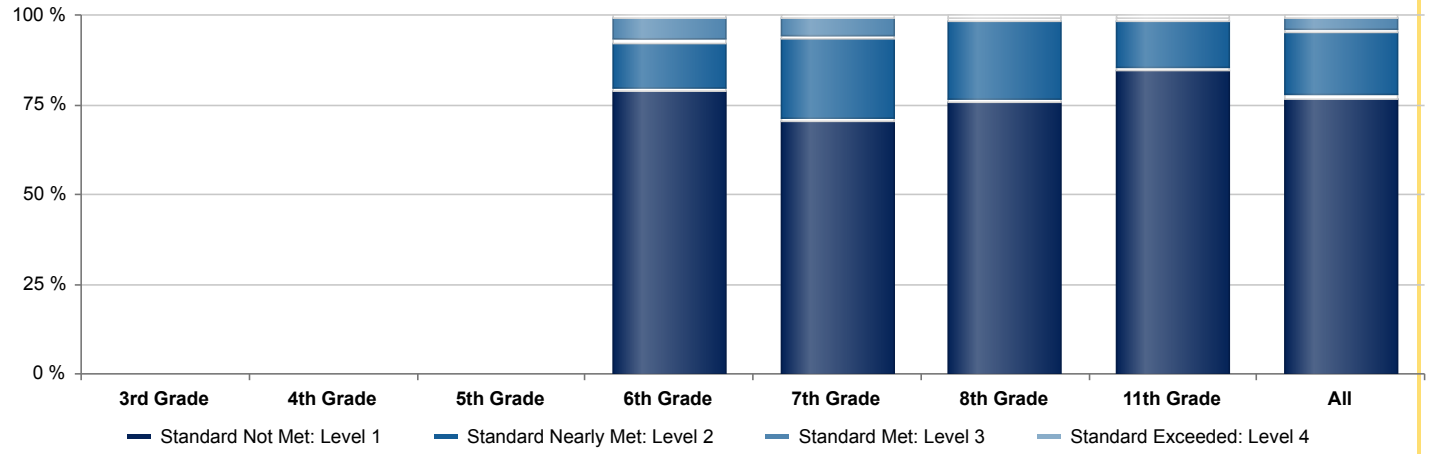
Initially-Fluent English Proficient (IFEP)

Reclassified-Fluent English Proficient (RFEP)

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	16	22	19	16	73
# of Students Tested	N/A	N/A	N/A	16	22	18	15	71
# of Students With Scores	N/A	N/A	N/A	16	22	18	15	71
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2392.2**	**2412.9**	**2442.4**	**2466.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	0 %	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	6 %	5 %	0 %	0 %	3 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2	N/A	N/A	N/A	13 %	23 %	22 %	13 %	18 %
Standard Not Met: Level 1	N/A	N/A	N/A	81 %	73 %	78 %	87 %	79 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	0 %	0 %	0 %
Near Standard	N/A	N/A	N/A	19 %	9 %	28 %	13 %	17 %
Below Standard	N/A	N/A	N/A	81 %	91 %	72 %	87 %	83 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6 %	0 %	0 %	0 %	1 %
Near Standard	N/A	N/A	N/A	6 %	32 %	33 %	40 %	28 %
Below Standard	N/A	N/A	N/A	88 %	68 %	67 %	60 %	70 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	0 %	0 %	0 %
Near Standard	N/A	N/A	N/A	19 %	36 %	33 %	47 %	34 %
Below Standard	N/A	N/A	N/A	81 %	64 %	67 %	53 %	66 %

Mathematics Area Achievement Level Descriptors

English Only

Smarter Balanced Assessment Test Results for:

School: Oakland Military Institute, College Preparatory Ac

CDS Code: 01-61259-0130617

District: Oakland Military Institute, College Prep

County: Alameda

SUMMARY REPORT | CHANGE OVER TIME

Report Options

Select Year: 2017 **Select Group/Subgroup:** English-Language Fluency **Apply Selections**

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent-English Proficient and English Only

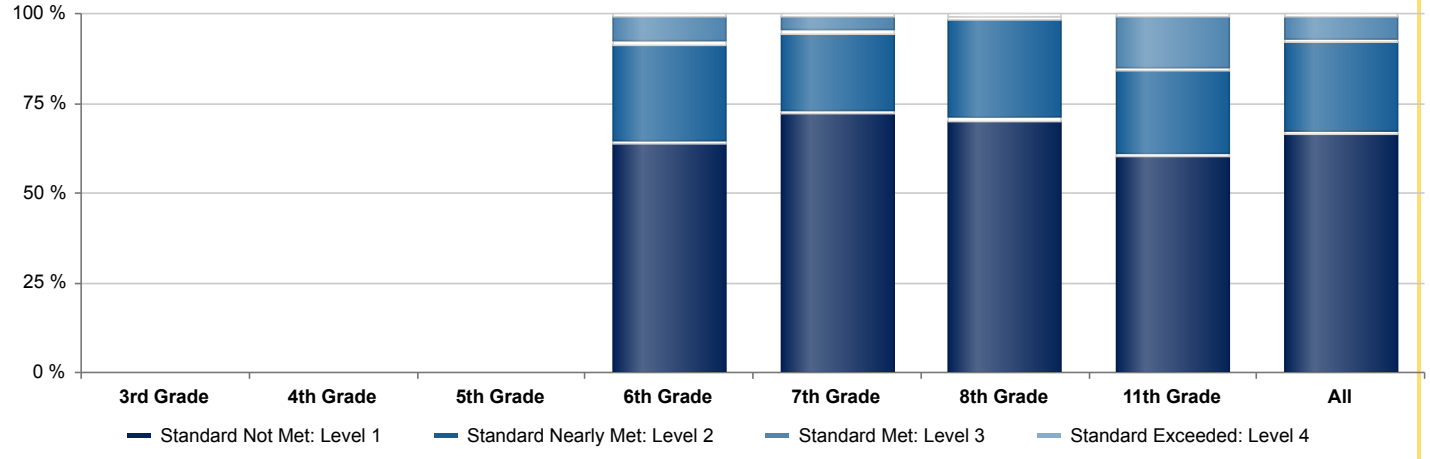
Initially-Fluent English Proficient (IFEP)

Reclassified-Fluent English Proficient (RFEP)

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	30	27	18	21	96
# of Students Tested	N/A	N/A	N/A	29	27	18	21	95
# of Students With Scores	N/A	N/A	N/A	29	27	18	21	95
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2420.3**	**2432.8**	**2444.3**	**2479.8**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	6.90 %	3.70 %	0.00 %	14.29 %	6.32 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27.59 %	22.22 %	27.78 %	23.81 %	25.26 %
Standard Not Met: Level 1	N/A	N/A	N/A	65.52 %	74.07 %	72.22 %	61.90 %	68.42 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	4.76 %	1.05 %
Near Standard	N/A	N/A	N/A	31.03 %	22.22 %	16.67 %	33.33 %	26.32 %
Below Standard	N/A	N/A	N/A	68.97 %	77.78 %	83.33 %	61.90 %	72.63 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	3.70 %	0.00 %	4.76 %	2.11 %
Near Standard	N/A	N/A	N/A	24.14 %	22.22 %	27.78 %	33.33 %	26.32 %
Below Standard	N/A	N/A	N/A	75.86 %	74.07 %	72.22 %	61.90 %	71.58 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	3.70 %	0.00 %	0.00 %	1.05 %
Near Standard	N/A	N/A	N/A	51.72 %	29.63 %	44.44 %	66.67 %	47.37 %
Below Standard	N/A	N/A	N/A	48.28 %	66.67 %	55.56 %	33.33 %	51.58 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	4.76 %	1.05 %
Near Standard	N/A	N/A	N/A	37.93 %	37.04 %	50.00 %	47.62 %	42.11 %
Below Standard	N/A	N/A	N/A	62.07 %	62.96 %	50.00 %	47.62 %	56.84 %

English Language Arts/Literacy Area Achievement Level Descriptors

English Only

Ever-ELs

To Be Determined (TBD)

MATHEMATICS

Fluent-English Proficient and English Only

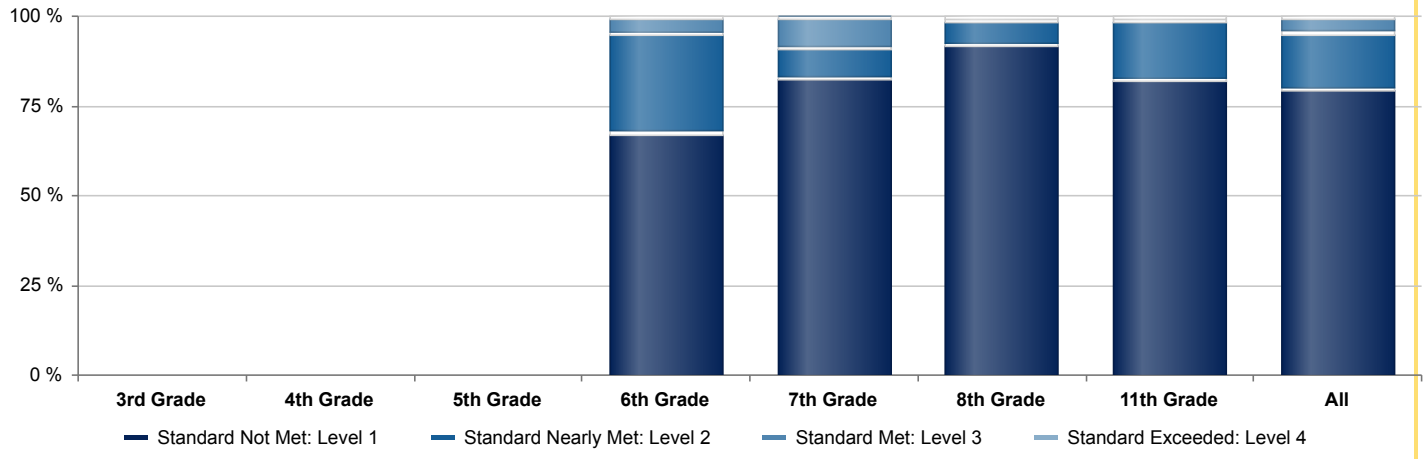
Initially-Fluent English Proficient (IFEP)

Reclassified-Fluent English Proficient (RFEP)

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	30	27	18	21	96
# of Students Tested	N/A	N/A	N/A	29	27	18	19	93
# of Students With Scores	N/A	N/A	N/A	29	26	18	19	92

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**2407.7**	**2396.6**	**2401.8**	**2467.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	3.45 %	7.69 %	0.00 %	0.00 %	3.26 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27.59 %	7.69 %	5.56 %	15.79 %	15.22 %
Standard Not Met: Level 1	N/A	N/A	N/A	68.97 %	84.62 %	94.44 %	84.21 %	81.52 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	7.69 %	0.00 %	0.00 %	2.17 %
Near Standard	N/A	N/A	N/A	24.14 %	3.85 %	0.00 %	5.26 %	9.78 %
Below Standard	N/A	N/A	N/A	75.86 %	88.46 %	100.00 %	94.74 %	88.04 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	24.14 %	26.92 %	5.56 %	31.58 %	22.83 %
Below Standard	N/A	N/A	N/A	75.86 %	73.08 %	94.44 %	68.42 %	77.17 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	20.69 %	26.92 %	11.11 %	31.58 %	22.83 %
Below Standard	N/A	N/A	N/A	79.31 %	73.08 %	88.89 %	68.42 %	77.17 %

Mathematics Area Achievement Level Descriptors

English Only

Ever-ELs

To Be Determined (TBD)

Smarter Balanced Assessment Test Results for:

School: Oakland High

CDS Code: 01-61259-0135905

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

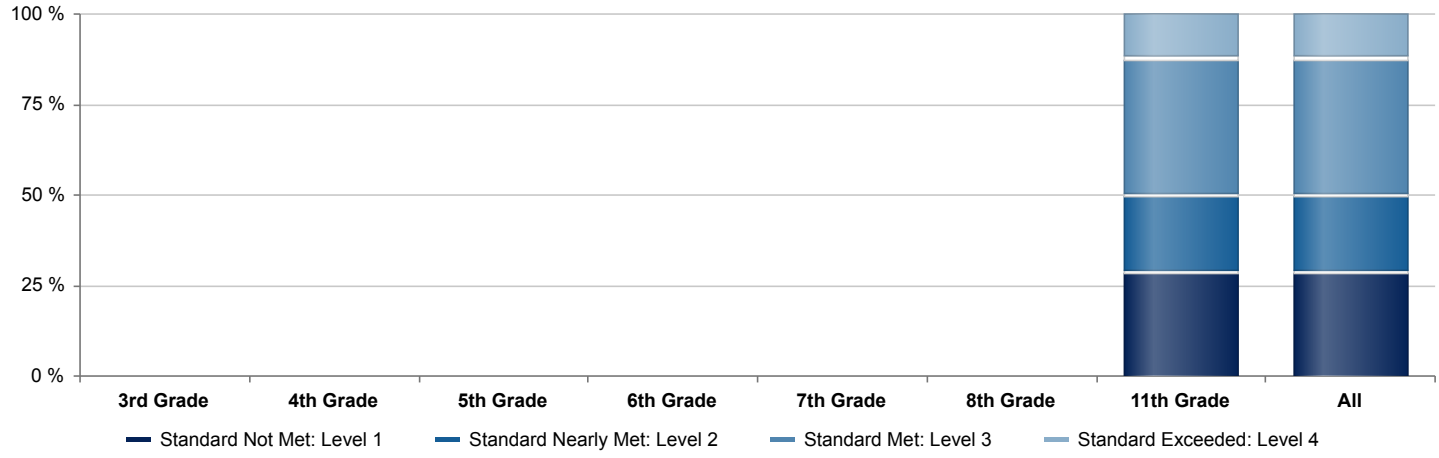
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	378	378
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	294	294
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	246	246

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2561.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

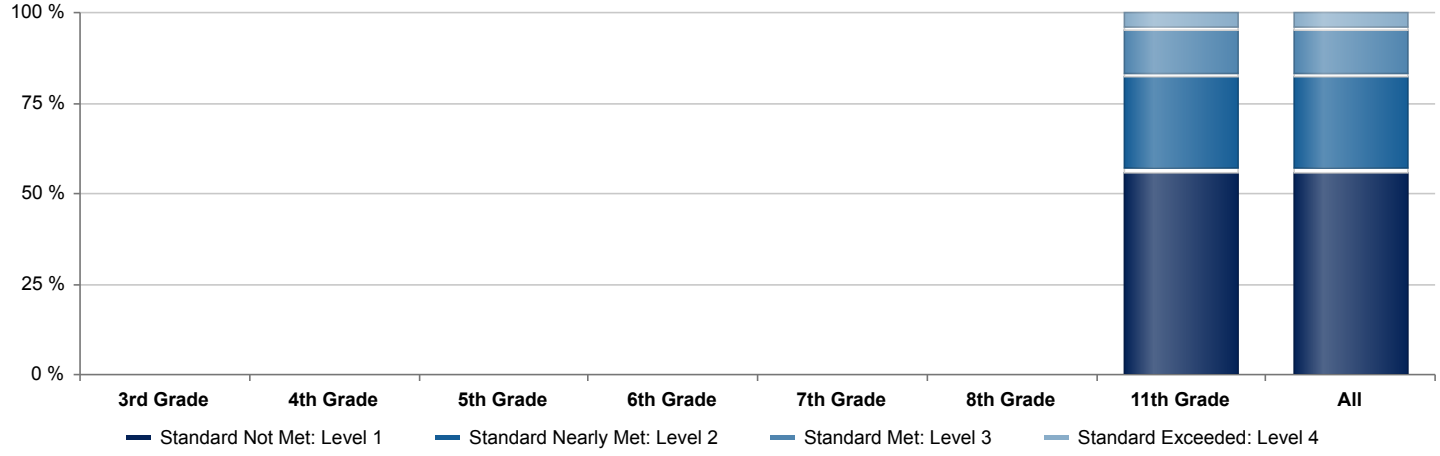
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	378	378
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	327	327
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	273	273
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2525.7**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	67 %	67 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland High

CDS Code: 01-61259-0135905

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

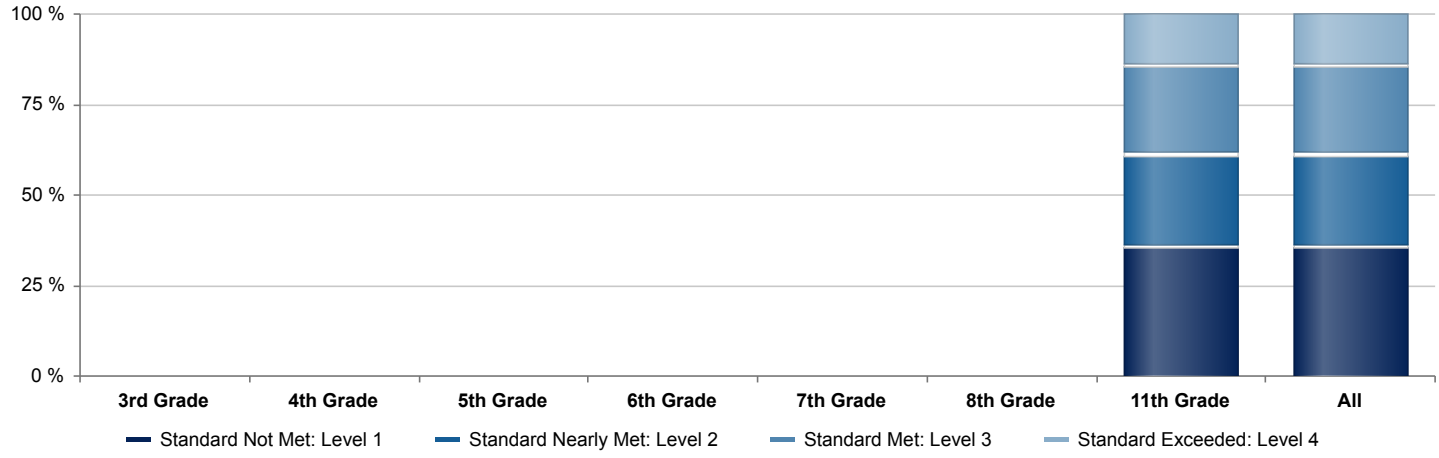
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	333	333
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	286	286
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	280	280

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2548.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	37 %	37 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

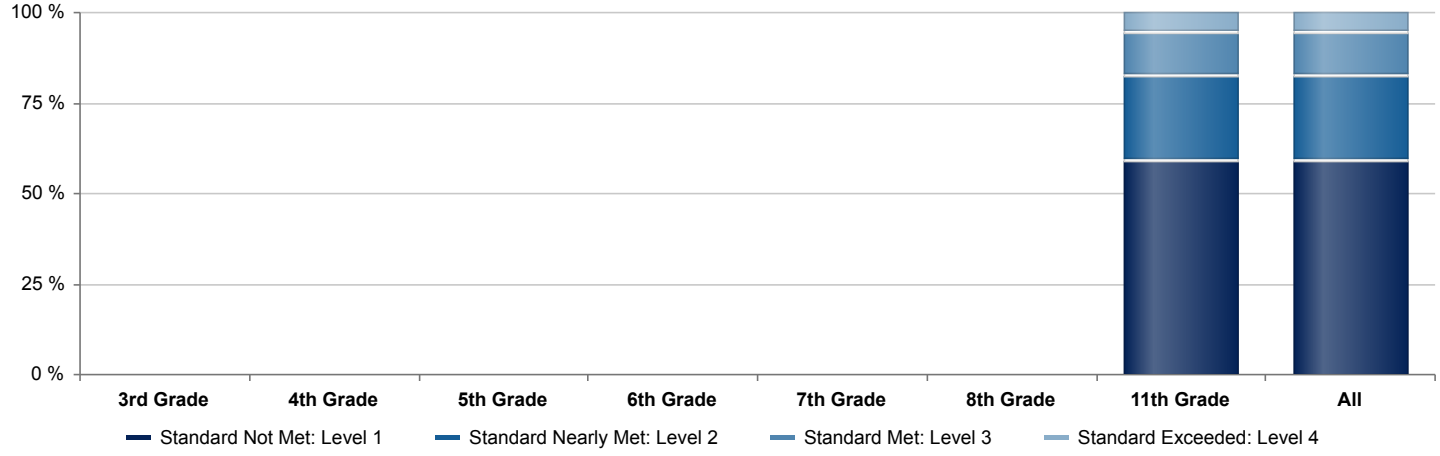
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	330	330
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	286	286
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	281	281
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2509.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland High

CDS Code: 01-61259-0135905

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

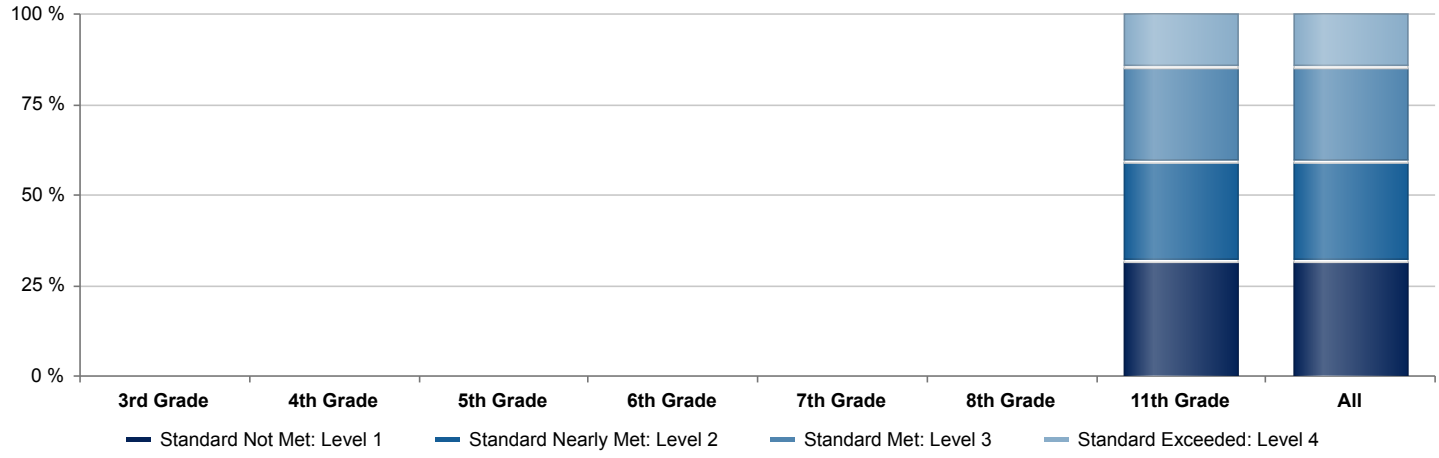
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	347	347
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	325	325
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	325	325

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2553.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	14.46 %	14.46 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	25.85 %	25.85 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27.38 %	27.38 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	32.31 %	32.31 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.62 %	20.62 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.08 %	47.08 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.31 %	32.31 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.31 %	20.31 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.69 %	39.69 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.00 %	40.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15.38 %	15.38 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53.85 %	53.85 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.77 %	30.77 %

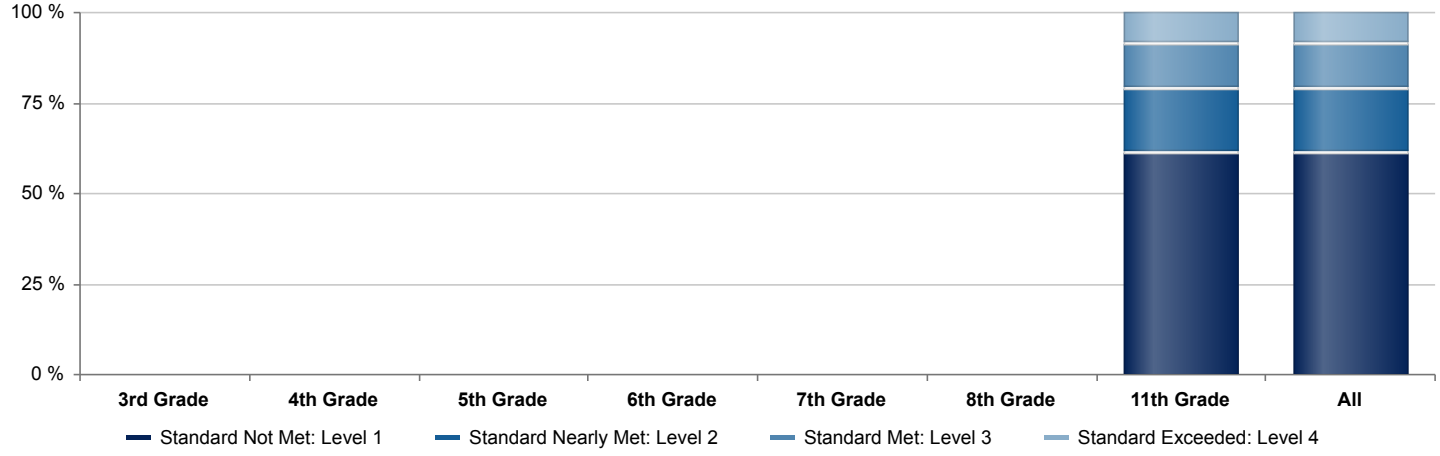
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27.08 %	27.08 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42.77 %	42.77 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.15 %	30.15 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	346	346
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	319	319
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	318	318
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2511.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	8.18 %	8.18 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11.64 %	11.64 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	17.30 %	17.30 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	62.89 %	62.89 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13.84 %	13.84 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	18.24 %	18.24 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	67.92 %	67.92 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	8.18 %	8.18 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.85 %	35.85 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.97 %	55.97 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	8.81 %	8.81 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51.57 %	51.57 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.62 %	39.62 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Technical High

CDS Code: 01-61259-0136051

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

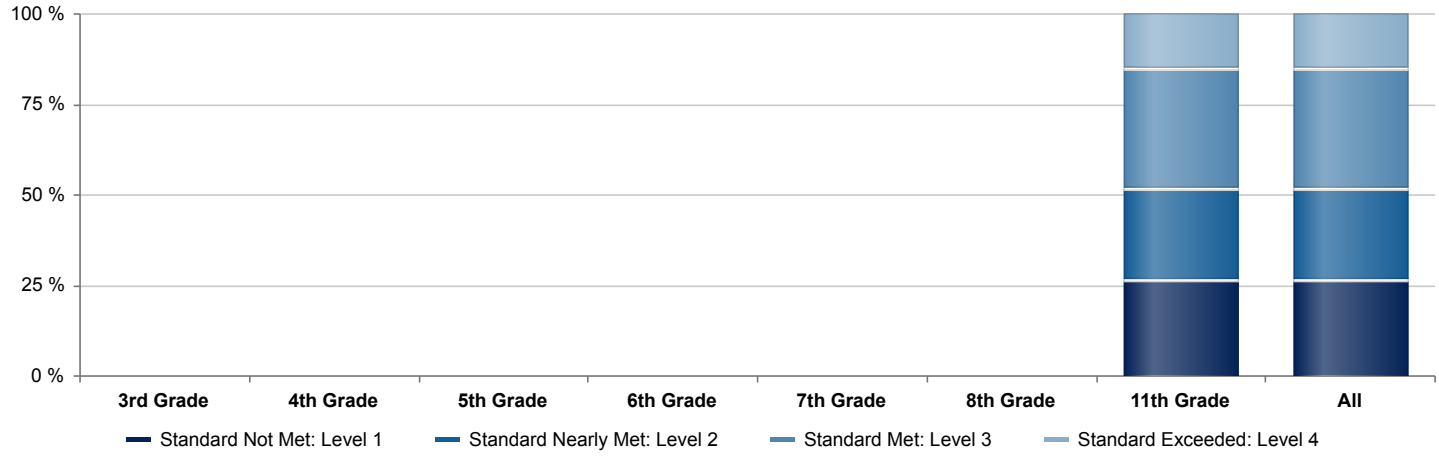
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	506	506
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	469	469
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	463	463

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2566.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

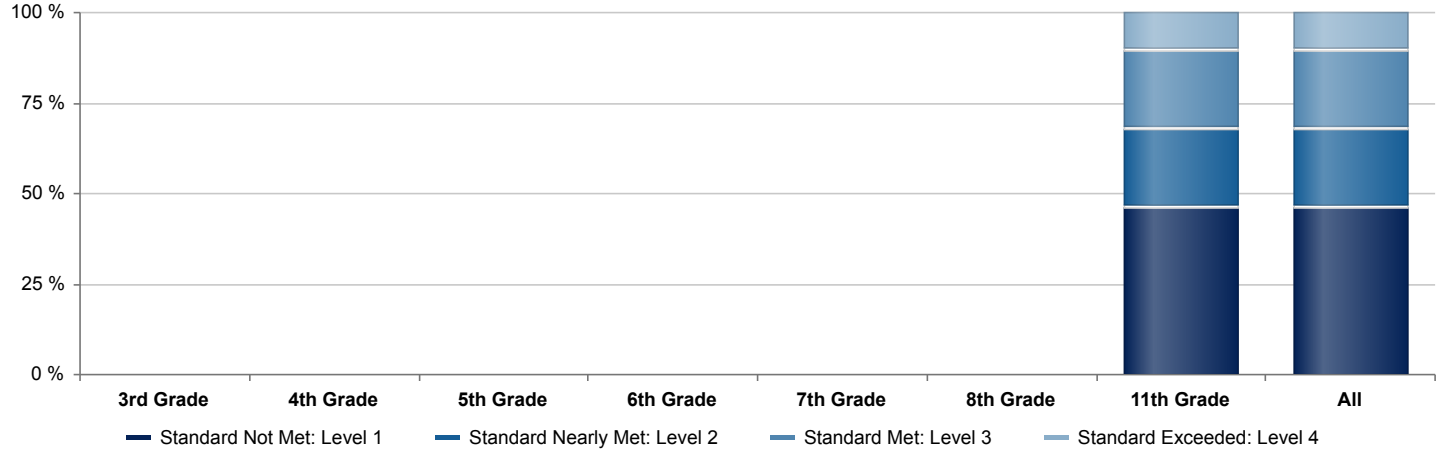
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	506	506
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	459	459
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	455	455
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2553.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Technical High

CDS Code: 01-61259-0136051

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

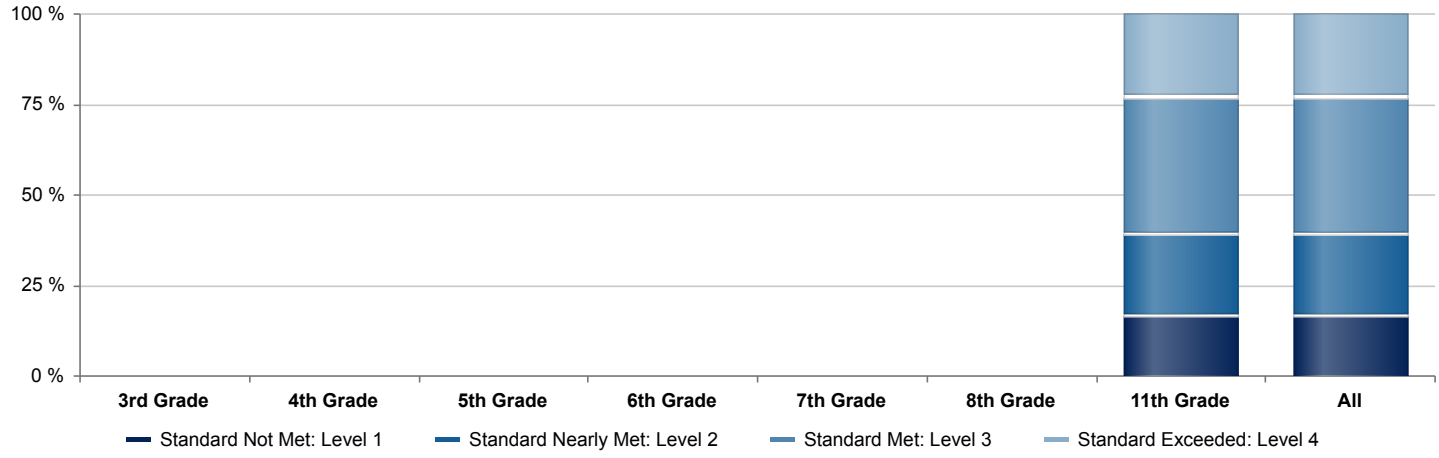
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	485	485
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	457	457
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	451	451

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2597.8**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %

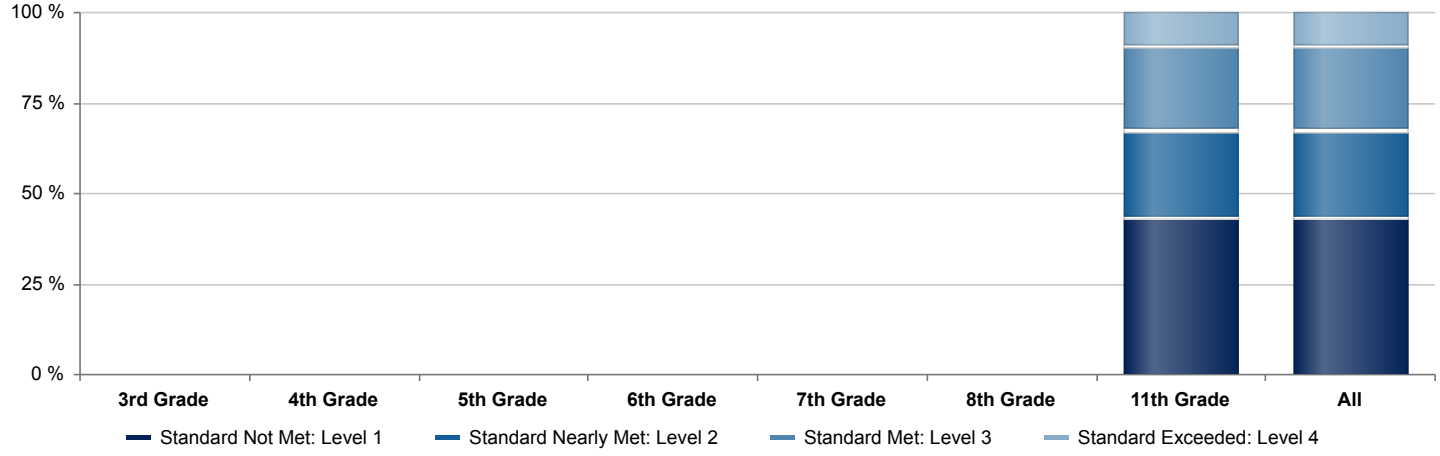
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	484	484
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	452	452
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	448	448
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2557.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Oakland Technical High

CDS Code: 01-61259-0136051

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

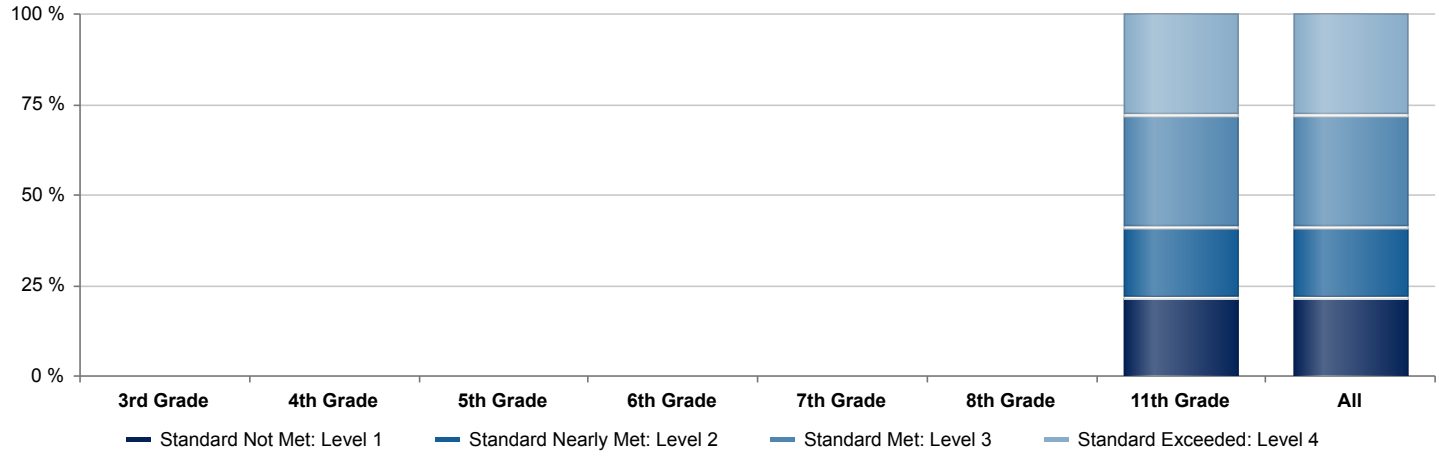
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	475	475
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	453	453
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	452	452

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2596.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	28.10 %	28.10 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	31.19 %	31.19 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	18.81 %	18.81 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	21.90 %	21.90 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.81 %	34.81 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	43.02 %	43.02 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22.17 %	22.17 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.07 %	32.07 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.43 %	41.43 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.50 %	26.50 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27.27 %	27.27 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	56.32 %	56.32 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16.41 %	16.41 %

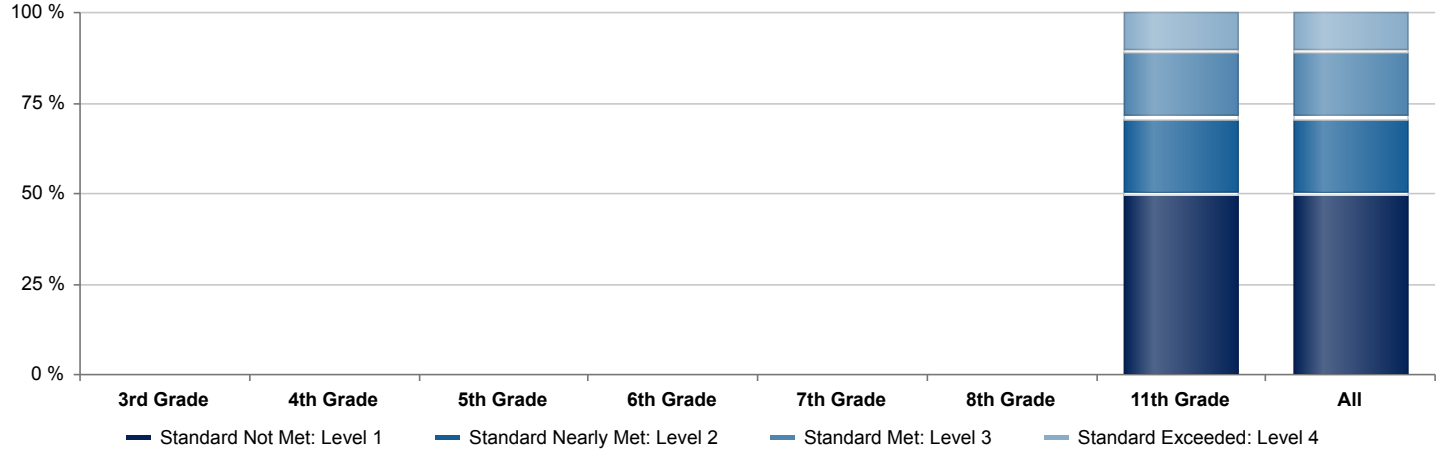
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33.70 %	33.70 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.12 %	44.12 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22.17 %	22.17 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	475	475
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	449	449
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	448	448
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2540.7**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	10.49 %	10.49 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	17.86 %	17.86 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	20.76 %	20.76 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	50.89 %	50.89 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	18.57 %	18.57 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	25.50 %	25.50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.93 %	55.93 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13.20 %	13.20 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	36.47 %	36.47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	50.34 %	50.34 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	16.74 %	16.74 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51.12 %	51.12 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.14 %	32.14 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mcclymonds High

CDS Code: 01-61259-0110189

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

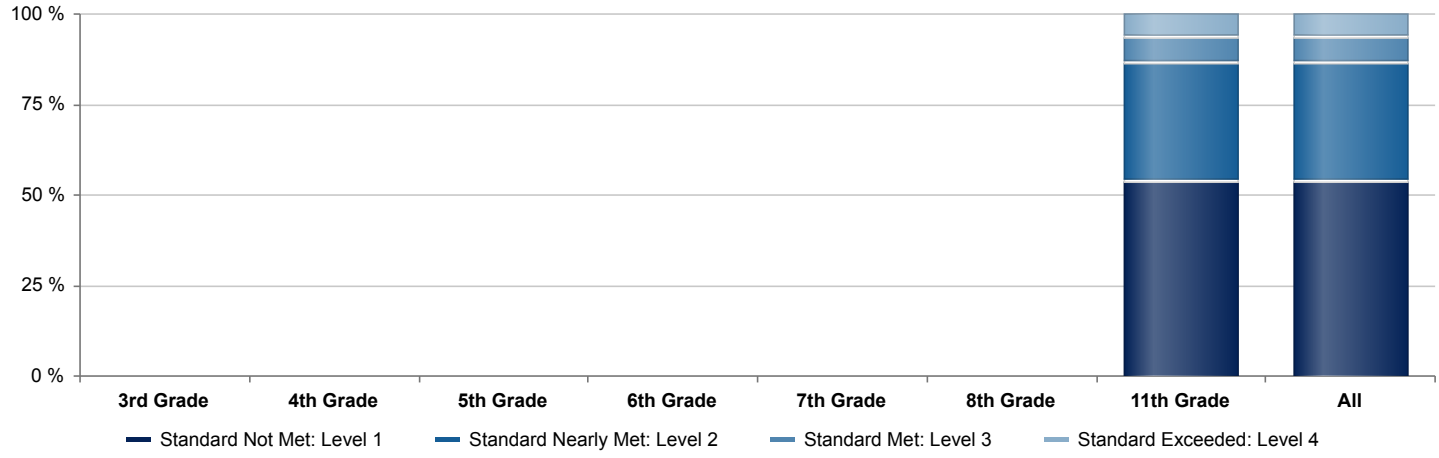
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	58	58
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	51	51
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	49	49

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2484.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %

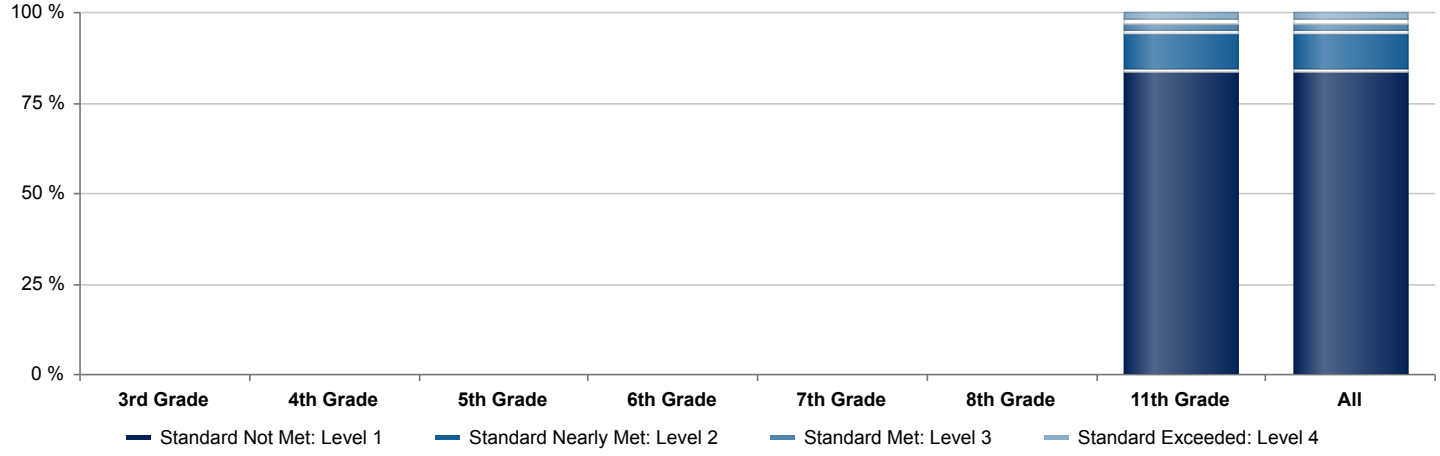
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	58	58
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	51	51
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	50	50
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2460.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	86 %	86 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	86 %	86 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mcclymonds High

CDS Code: 01-61259-0110189

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016 **Select Group/Subgroup:** All Students (Default) **Apply Selections**

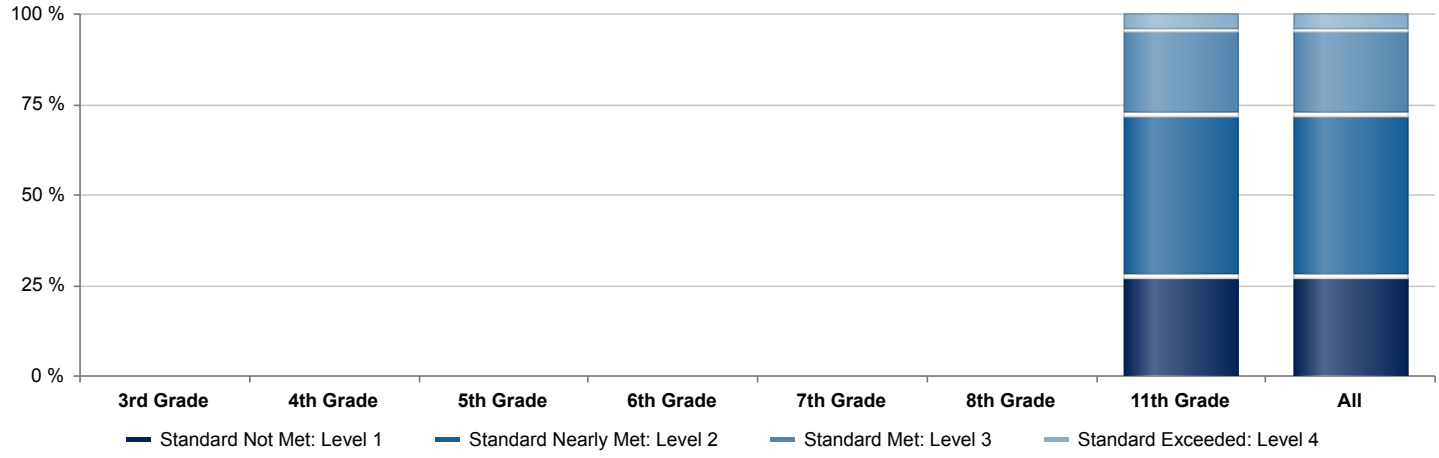
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	68	68
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	53	53
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	47	47

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2536.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %

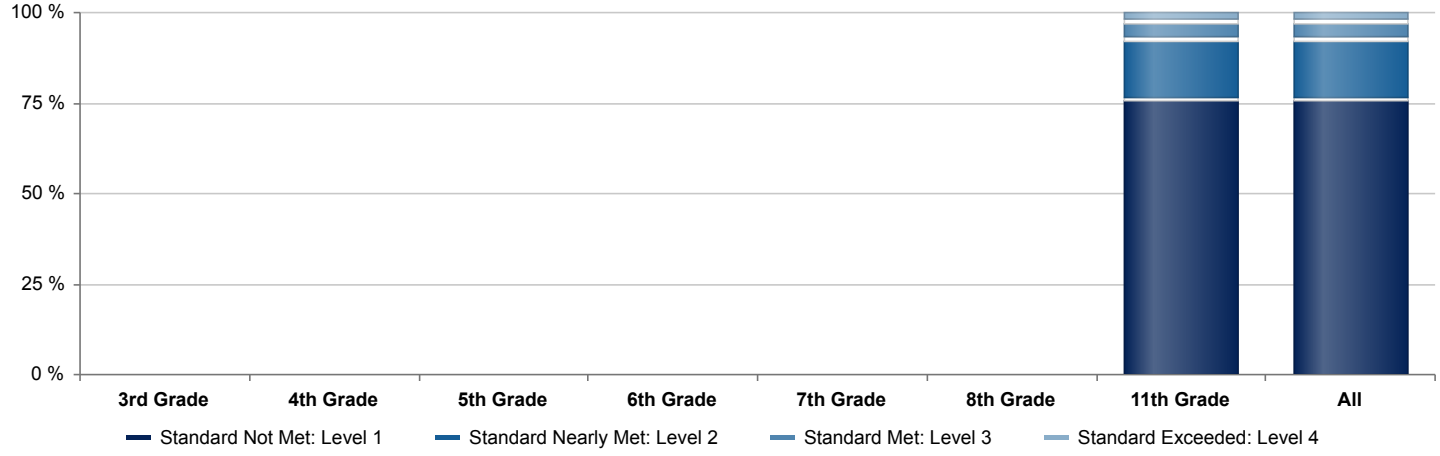
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	69	69
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	48	48
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	45	45
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2490.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	78 %	78 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	80 %	80 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mcclymonds High

CDS Code: 01-61259-0110189

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

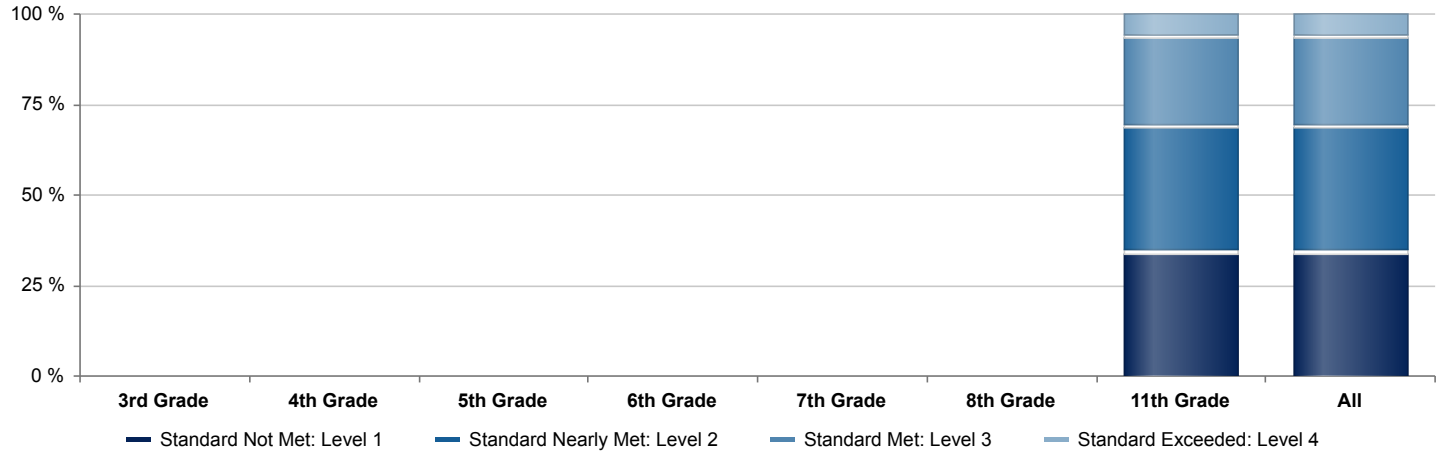
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	78	78
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	69	69
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	69	69

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2525.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	5.80 %	5.80 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	24.64 %	24.64 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	34.78 %	34.78 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	34.78 %	34.78 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11.59 %	11.59 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.83 %	47.83 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.58 %	40.58 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.25 %	7.25 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	57.97 %	57.97 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.78 %	34.78 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.35 %	4.35 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.77 %	63.77 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.88 %	31.88 %

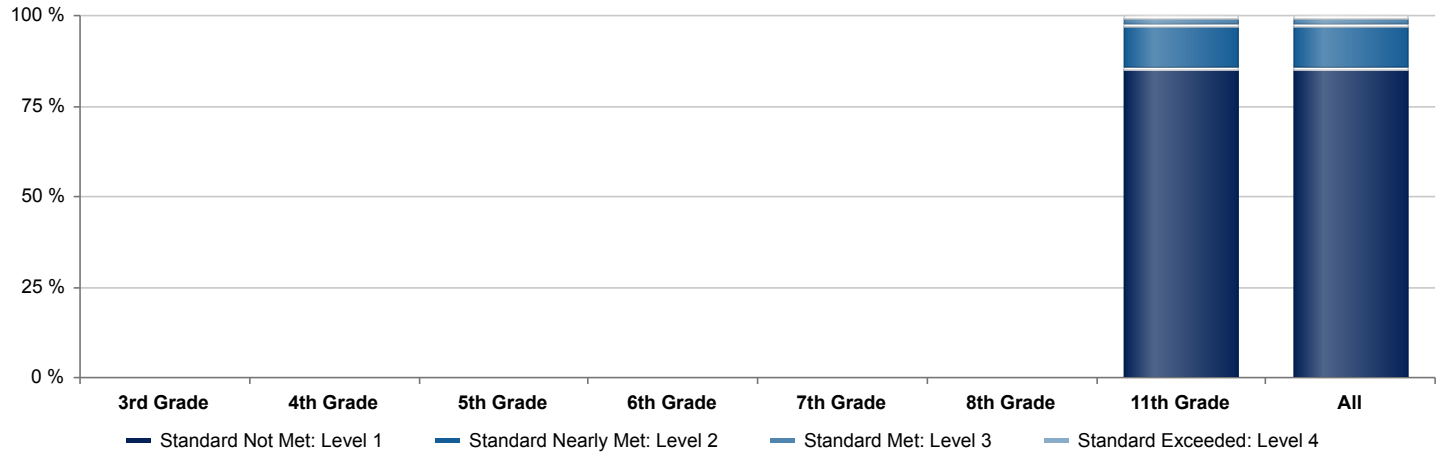
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15.94 %	15.94 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.17 %	52.17 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.88 %	31.88 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	78	78
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	72	72
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	72	72
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2438.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	1.39 %	1.39 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	11.11 %	11.11 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	87.50 %	87.50 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.39 %	1.39 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.17 %	4.17 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	94.44 %	94.44 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.39 %	1.39 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.39 %	26.39 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	72.22 %	72.22 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	37.50 %	37.50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62.50 %	62.50 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Castlemont High

CDS Code: 01-61259-0125161

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

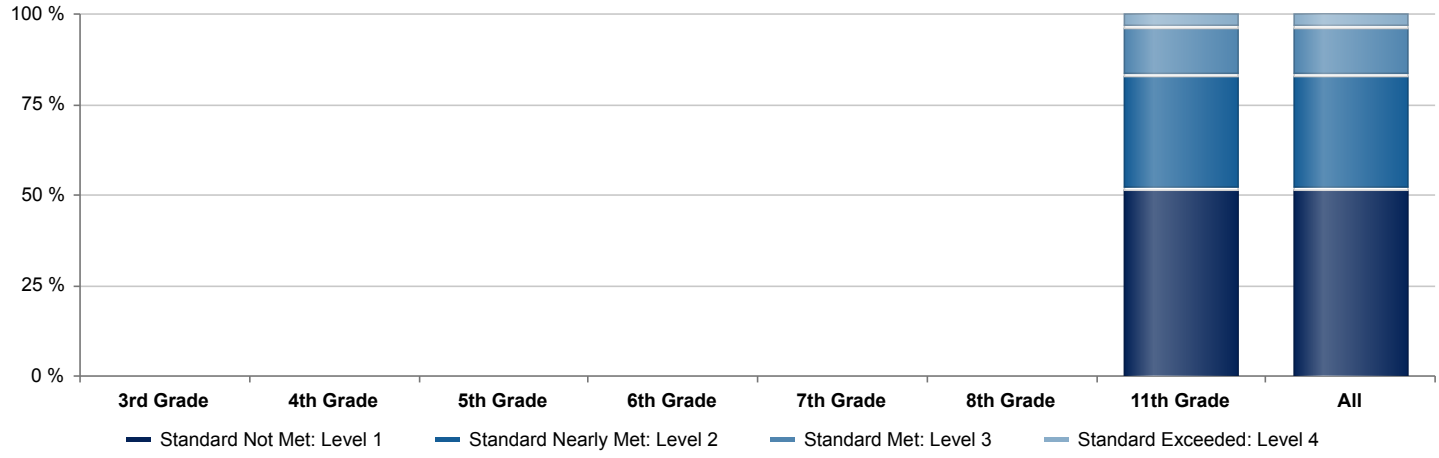
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	155	155
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	124	124
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	120	120

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2491.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

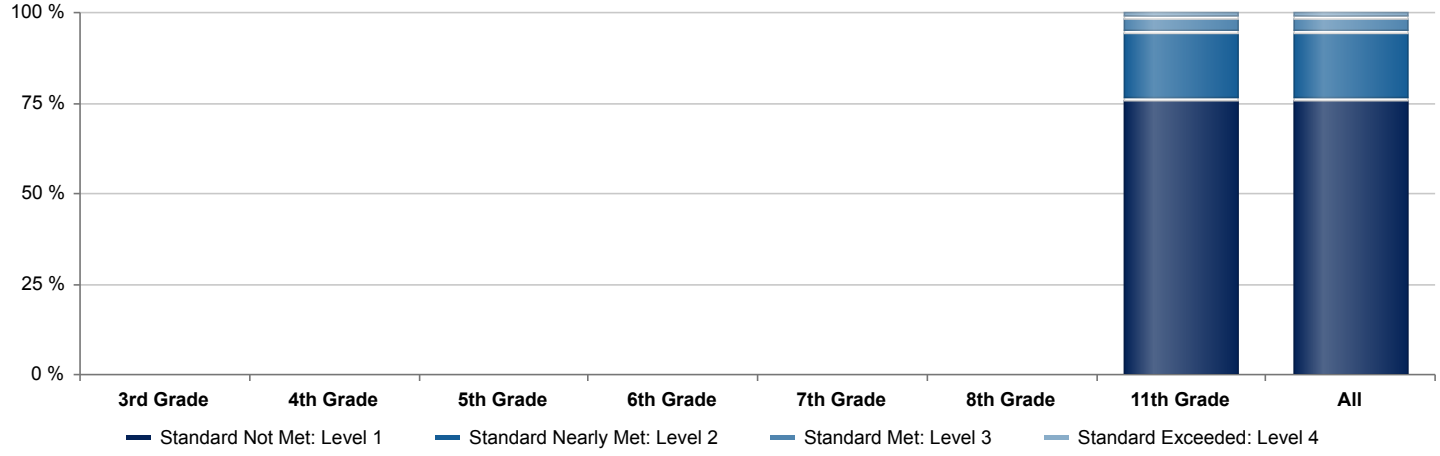
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	155	155
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	124	124
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	120	120
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2463.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	78 %	78 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	78 %	78 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Castlemont High

CDS Code: 01-61259-0125161

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

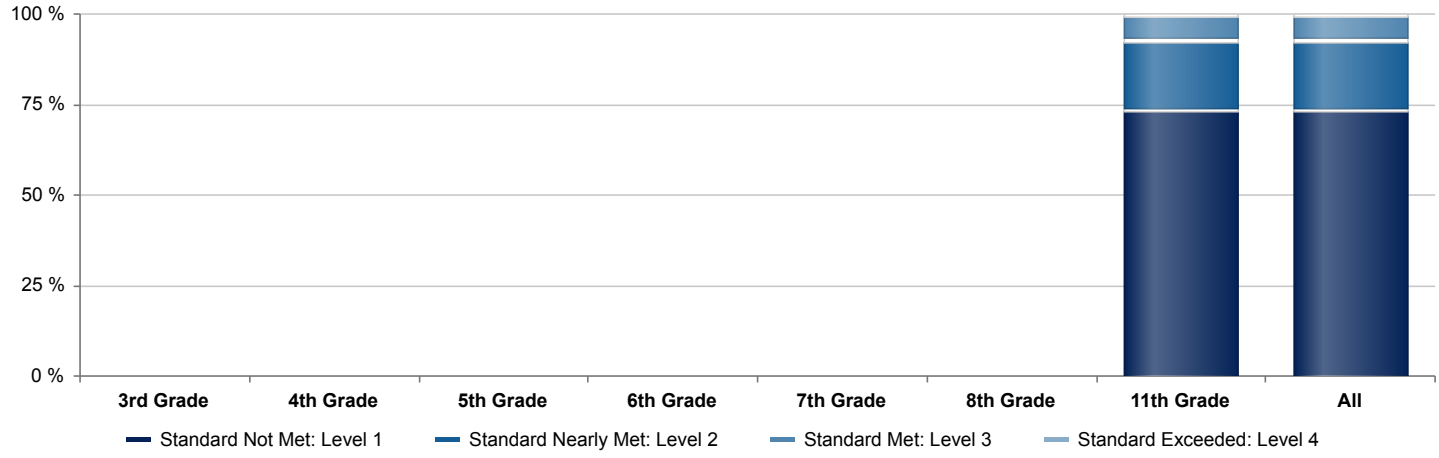
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	129	129
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	100	100
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	95	95

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2437.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	75 %	75 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	64 %	64 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	76 %	76 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %

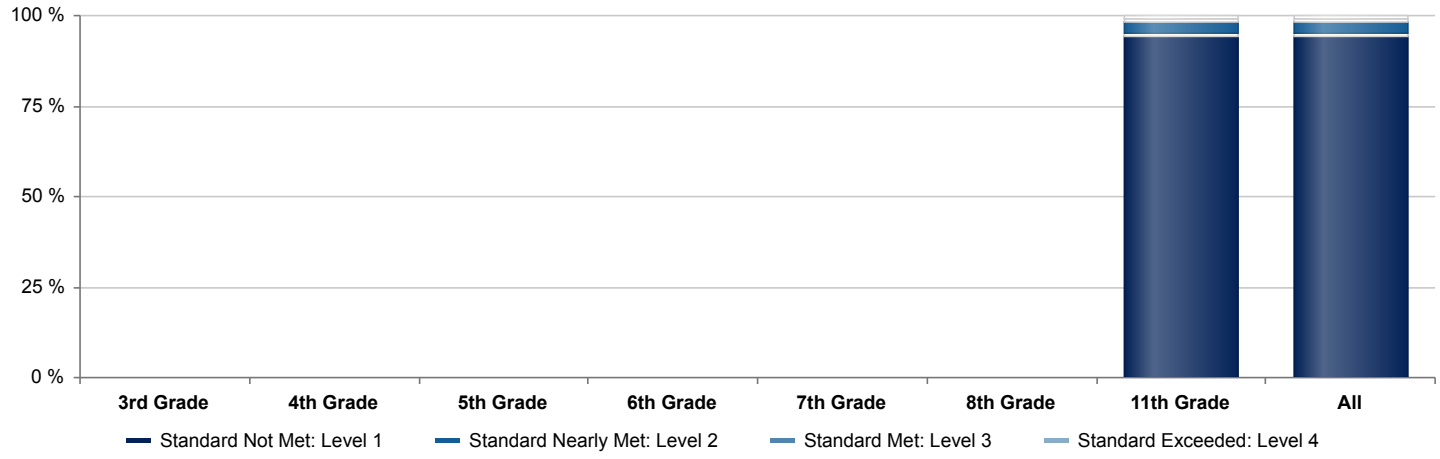
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	64 %	64 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	129	129
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	100	100
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	93	93
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2395.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	97 %	97 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	98 %	98 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	81 %	81 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	72 %	72 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Castlemont High

CDS Code: 01-61259-0125161

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017 **Select Group/Subgroup:** All Students (Default) **Apply Selections**

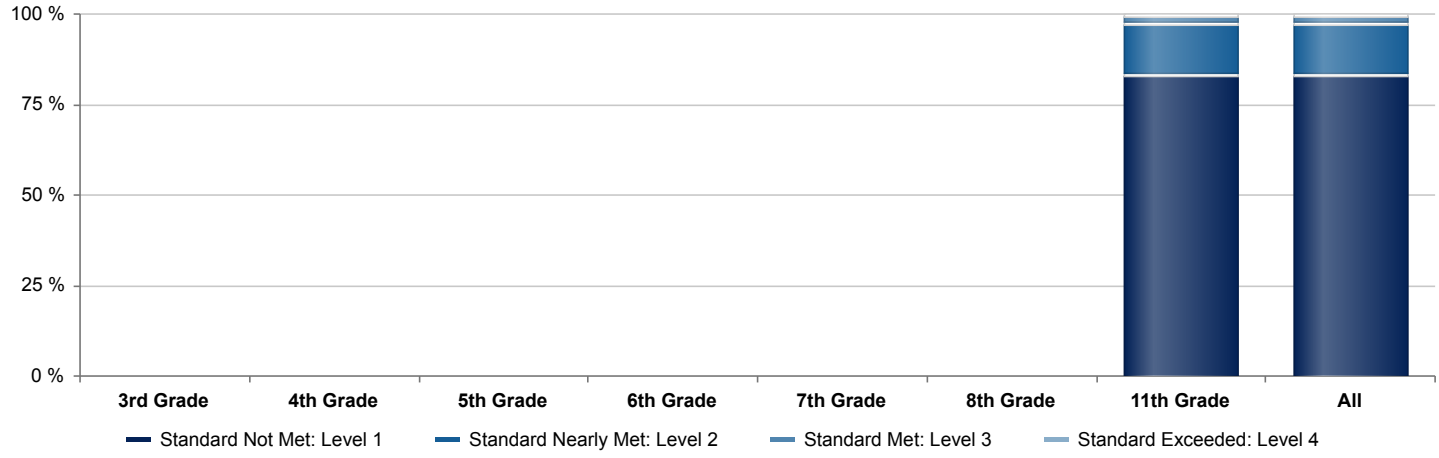
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	114	114
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	81	81
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	80	80

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2417.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	1.25 %	1.25 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	13.75 %	13.75 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	85.00 %	85.00 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	27.50 %	27.50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	72.50 %	72.50 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	6.33 %	6.33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	93.67 %	93.67 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.50 %	32.50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	67.50 %	67.50 %

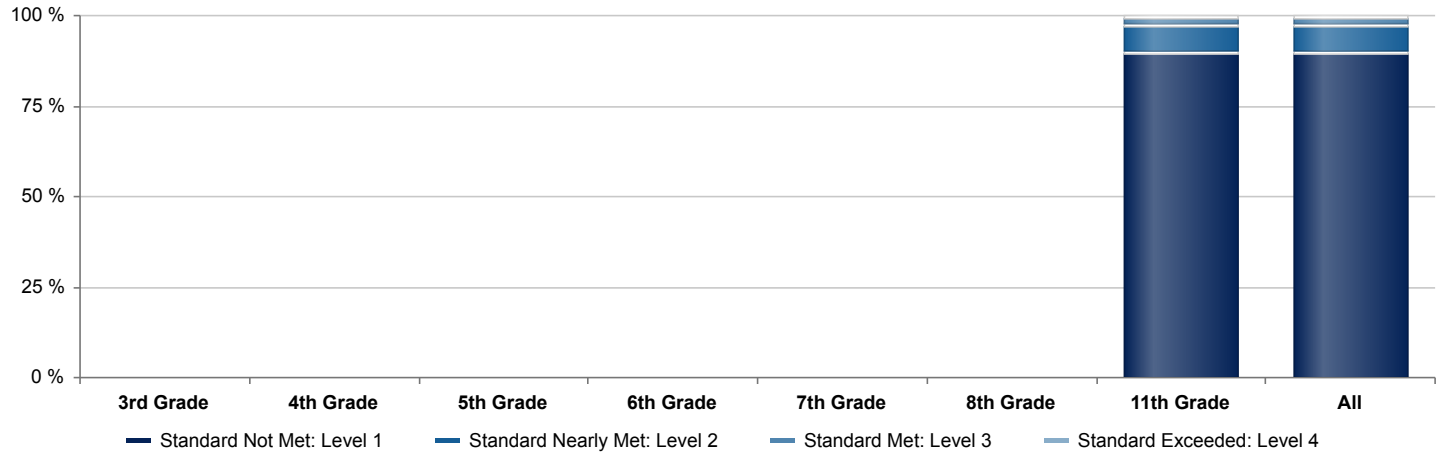
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	23.75 %	23.75 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	76.25 %	76.25 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	114	114
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	88	88
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	88	88
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2411.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	1.14 %	1.14 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	6.82 %	6.82 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	92.05 %	92.05 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.55 %	4.55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	95.45 %	95.45 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	13.64 %	13.64 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	86.36 %	86.36 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	36.36 %	36.36 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.64 %	63.64 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Skyline High

CDS Code: 01-61259-0137943

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

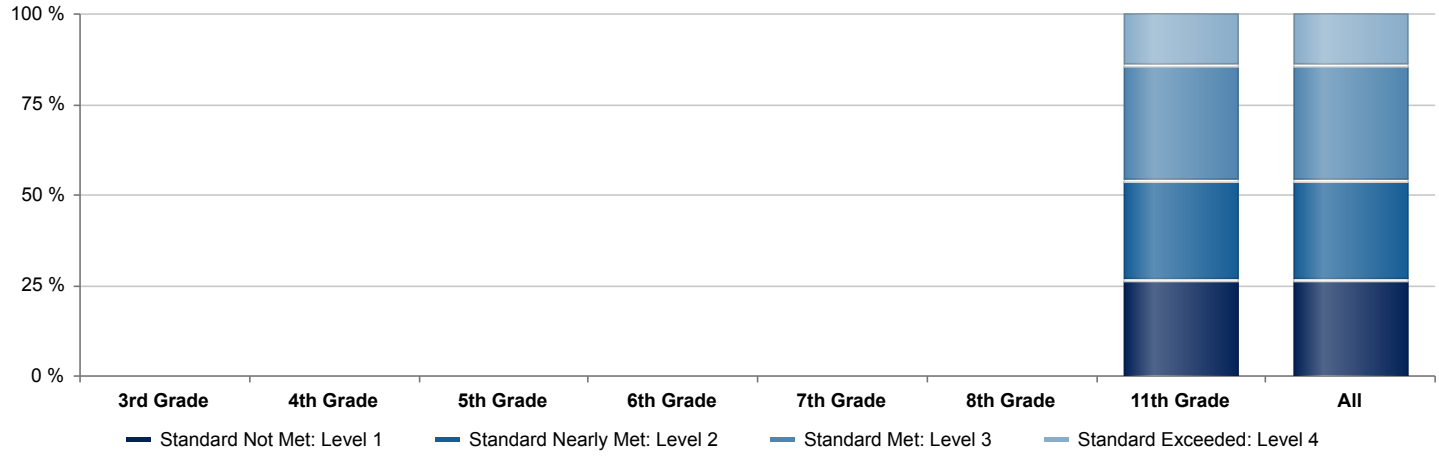
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	375	375
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	288	288
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	256	256

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2563.2**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

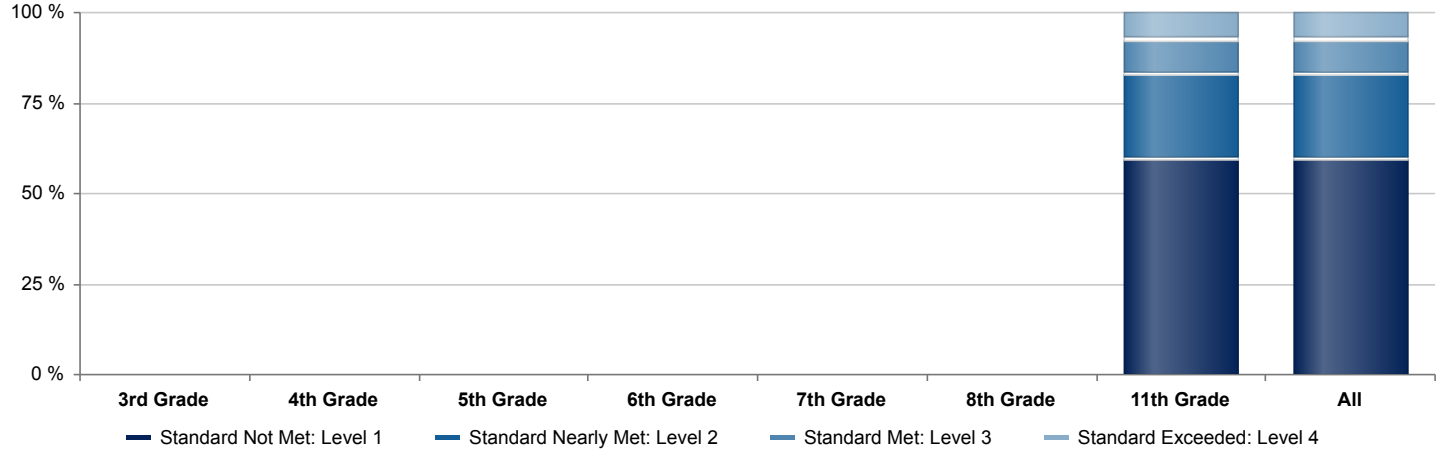
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	375	375
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	286	286
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	272	272
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2521.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Skyline High

CDS Code: 01-61259-0137943

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

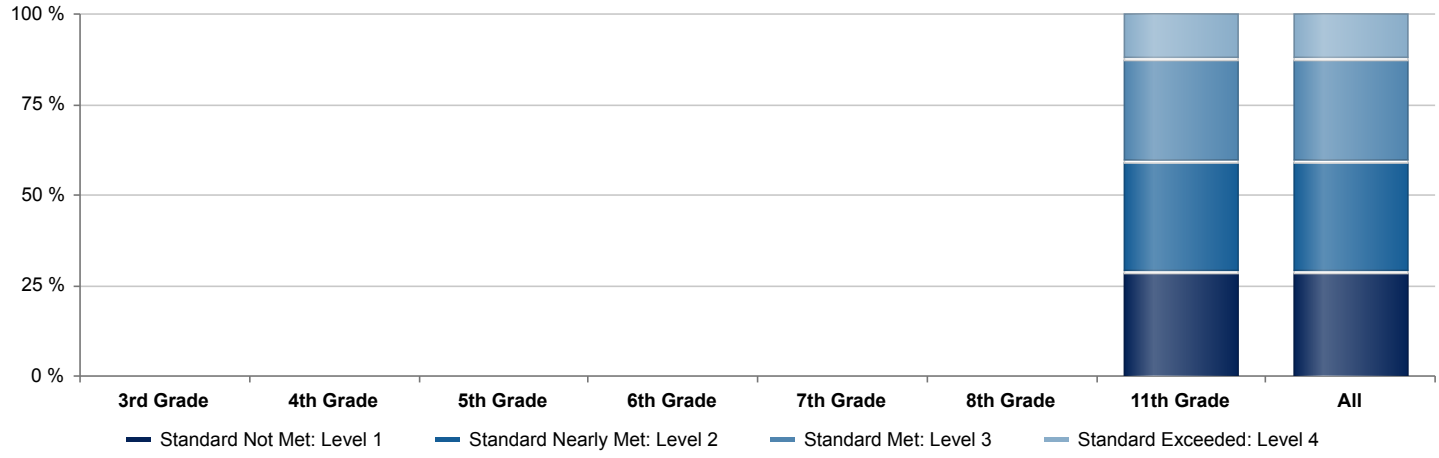
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	380	380
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	327	327
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	309	309

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2553.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

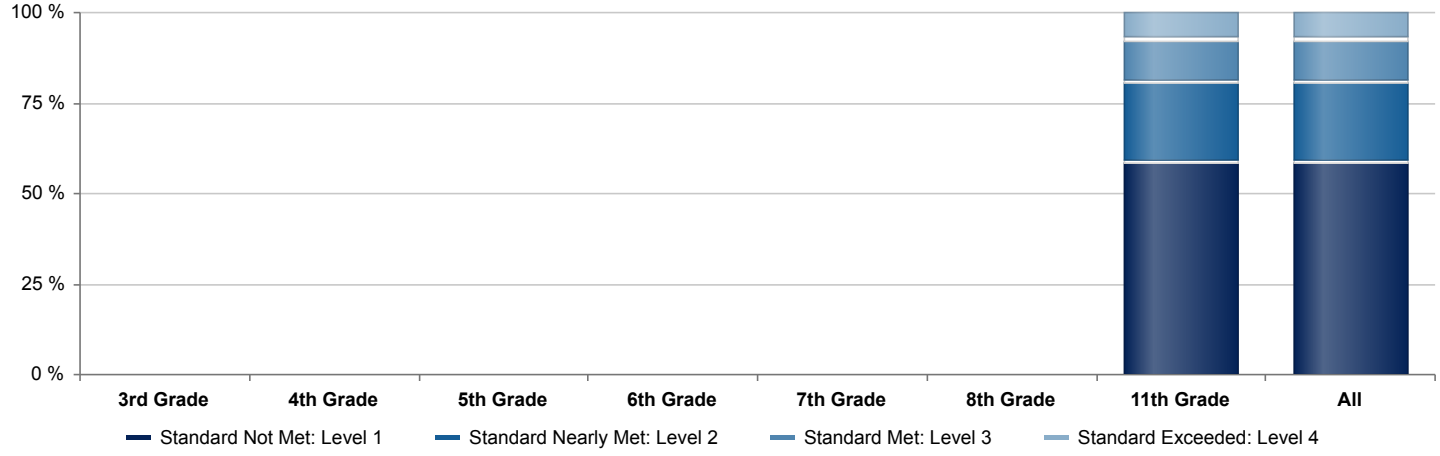
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	379	379
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	312	312
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	297	297
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2518.6**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Skyline High

CDS Code: 01-61259-0137943

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

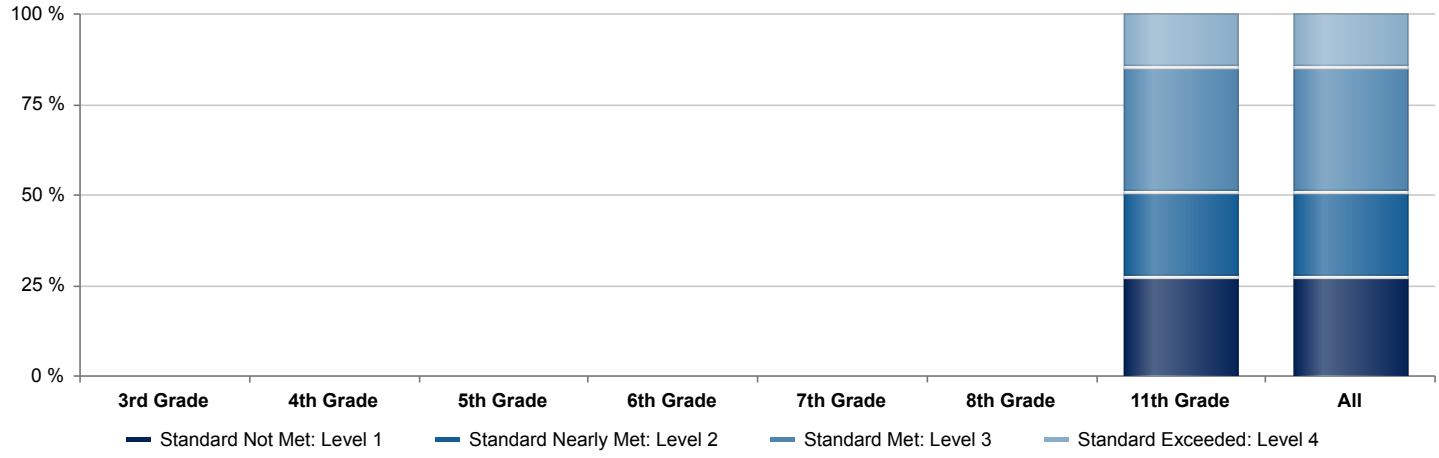
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	418	418
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	285	285
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	250	250

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2565.8**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	14.40 %	14.40 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	34.80 %	34.80 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23.20 %	23.20 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	27.60 %	27.60 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.23 %	26.23 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.54 %	47.54 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.23 %	26.23 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.59 %	20.59 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.12 %	44.12 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.29 %	35.29 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19.43 %	19.43 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62.75 %	62.75 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.81 %	17.81 %

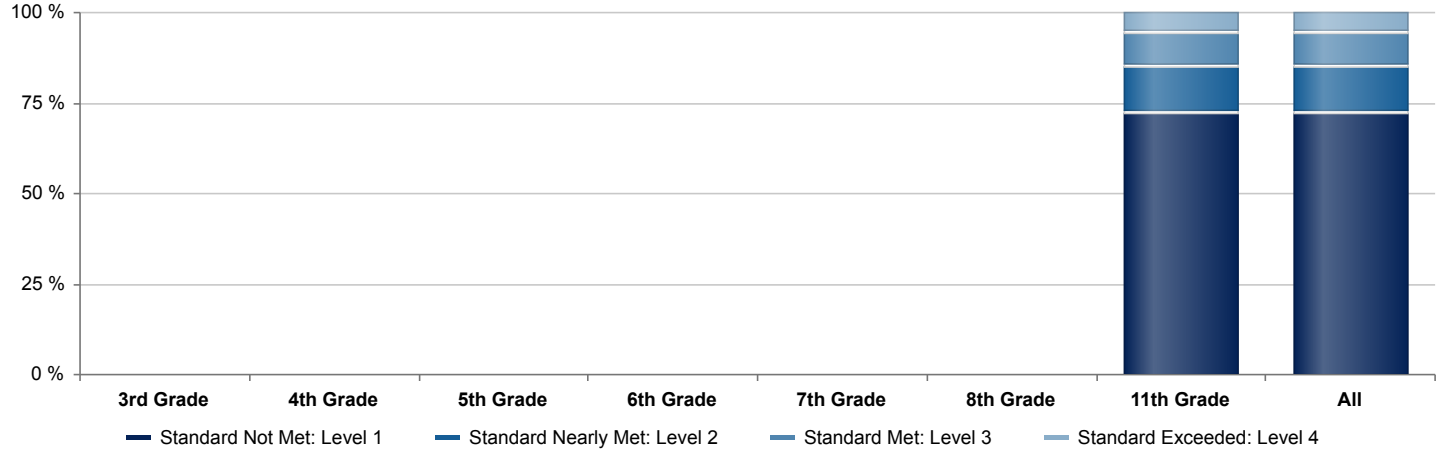
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.64 %	26.64 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51.64 %	51.64 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21.72 %	21.72 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	418	418
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	269	269
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	215	215
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2479.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	5.12 %	5.12 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	8.37 %	8.37 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	12.09 %	12.09 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	74.42 %	74.42 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.14 %	17.14 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	12.86 %	12.86 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	70.00 %	70.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.24 %	10.24 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.65 %	34.65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.12 %	55.12 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.92 %	10.92 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53.45 %	53.45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.63 %	35.63 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Fremont High

CDS Code: 01-61259-0125716

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

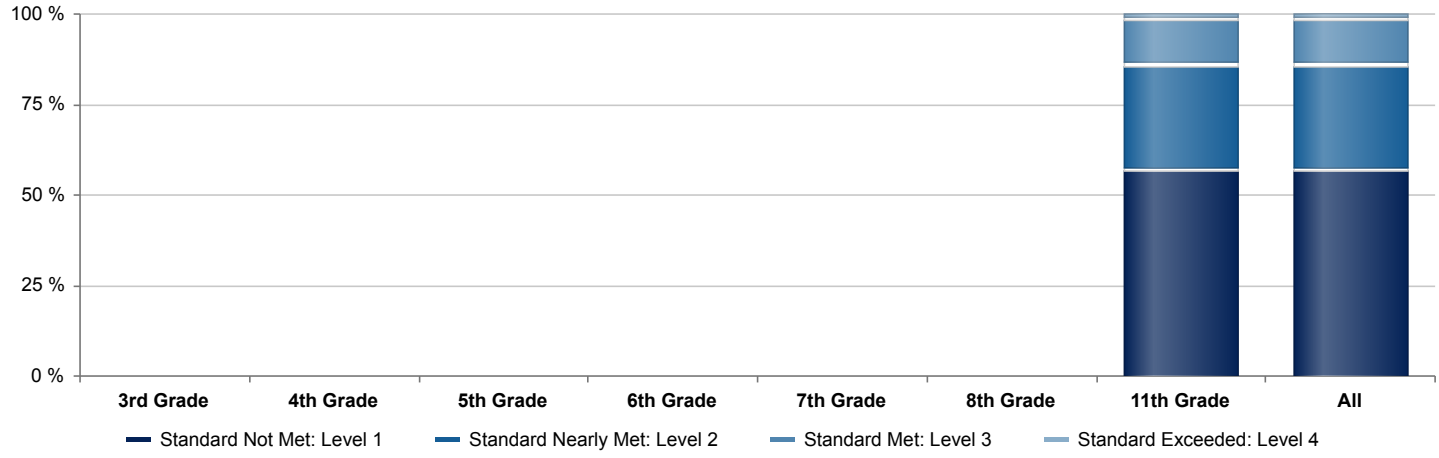
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	189	189
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	155	155
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	146	146

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2473.7**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %

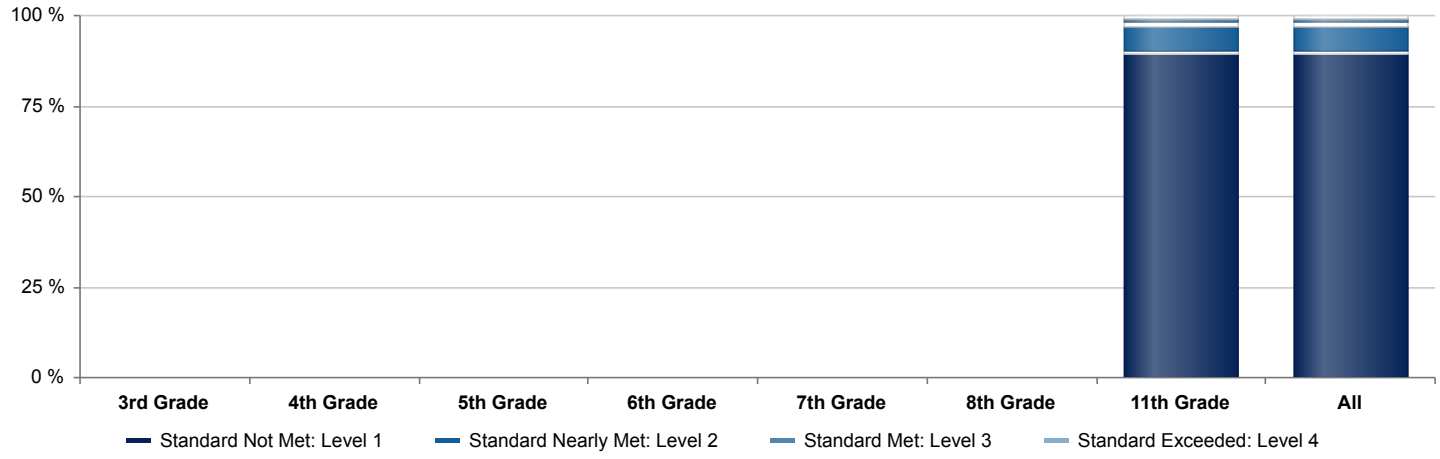
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	189	189
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	148	148
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	140	140
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2430.5**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	91 %	91 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	90 %	90 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	74 %	74 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Fremont High

CDS Code: 01-61259-0125716

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

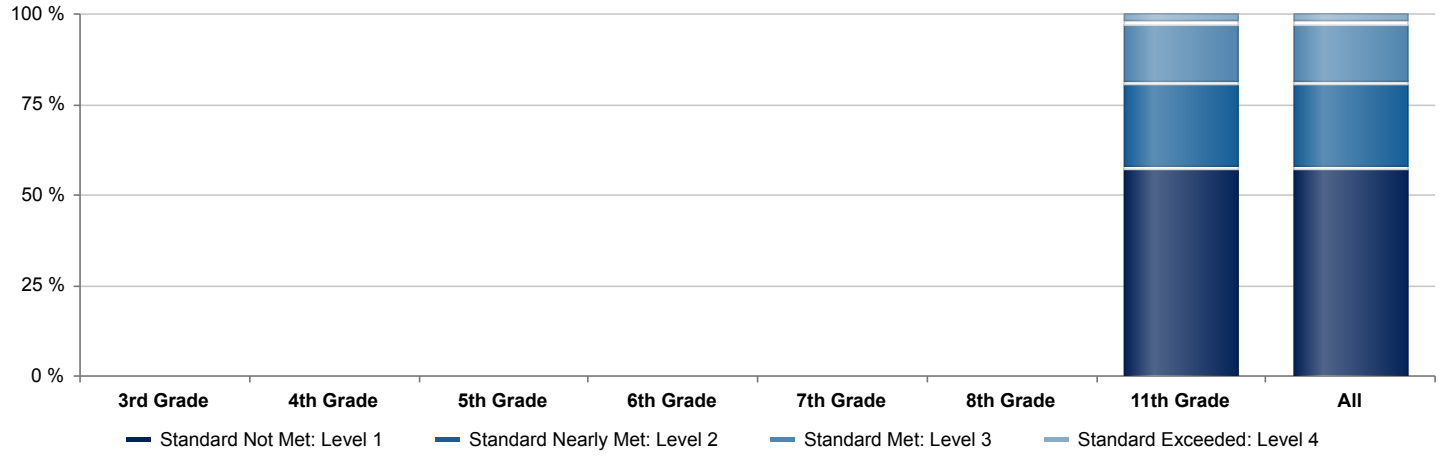
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	167	167
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	140	140
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	137	137

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2478.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	37 %	37 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %

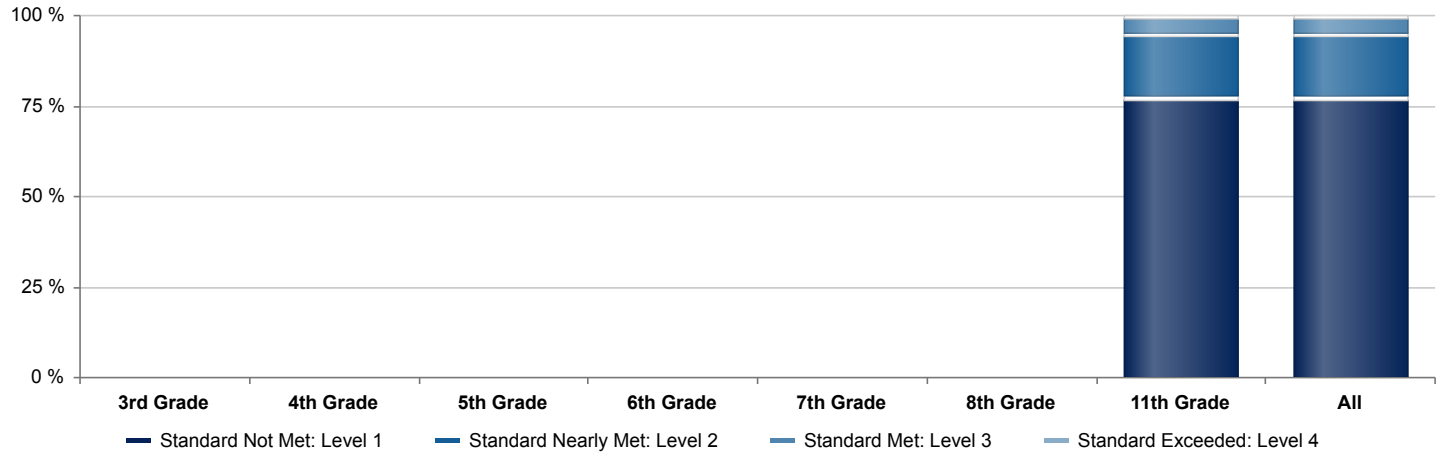
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	164	164
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	134	134
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	131	131
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2461.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	79 %	79 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	85 %	85 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	64 %	64 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Fremont High

CDS Code: 01-61259-0125716

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

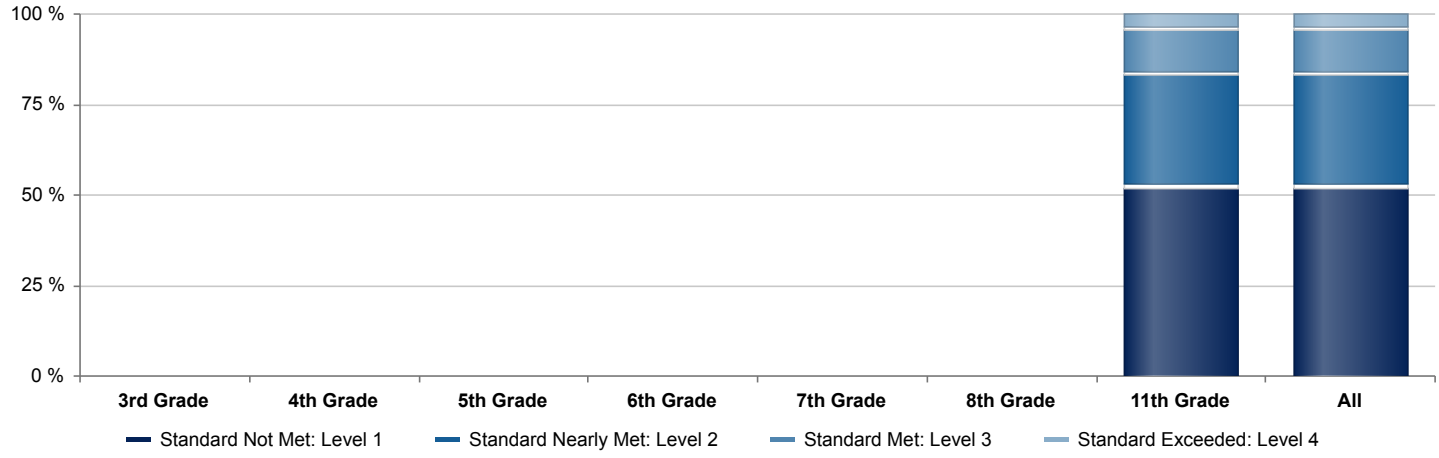
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	164	164
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	142	142
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	142	142

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2480.0**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	3.52 %	3.52 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11.97 %	11.97 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30.99 %	30.99 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	53.52 %	53.52 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.56 %	10.56 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.99 %	30.99 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	58.45 %	58.45 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.63 %	5.63 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.99 %	30.99 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.38 %	63.38 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.04 %	7.04 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50.00 %	50.00 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	42.96 %	42.96 %

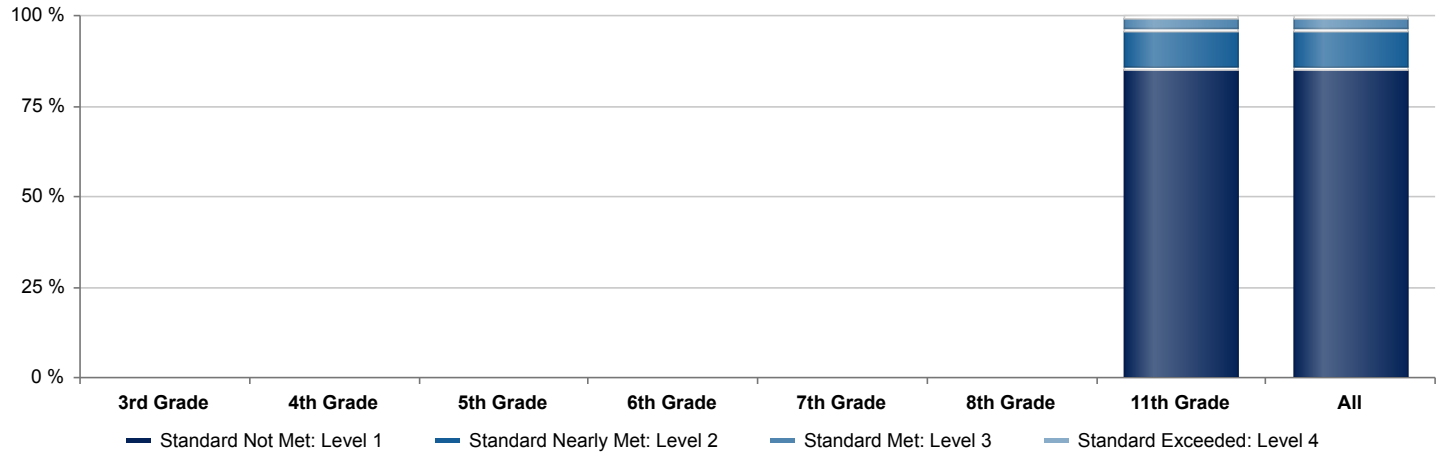
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9.15 %	9.15 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.21 %	35.21 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.63 %	55.63 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	164	164
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	144	144
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	144	144
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2433.4**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	2.78 %	2.78 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	9.72 %	9.72 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	87.50 %	87.50 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.41 %	1.41 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.93 %	4.93 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	93.66 %	93.66 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.70 %	0.70 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	23.94 %	23.94 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	75.35 %	75.35 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.70 %	0.70 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42.96 %	42.96 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	56.34 %	56.34 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

District: Oakland Unified

CDS Code: 01-61259-0000000

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Group/Subgroup: All Students (Default)

Apply Selections

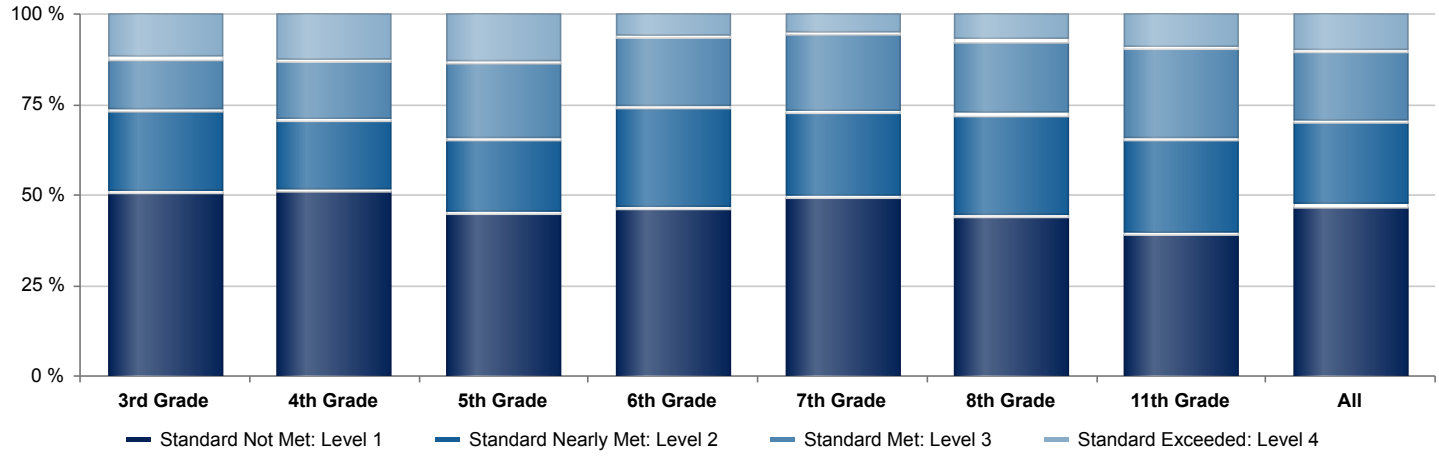
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	3,444	3,246	3,153	2,379	2,452	2,630	2,284	19,588
Number of Students Tested	3,297	3,119	3,019	2,267	2,351	2,485	1,788	18,326
Number of Students With Scores	3,270	3,092	2,987	2,233	2,316	2,441	1,622	17,961

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**2374.1**	**2417.6**	**2462.4**	**2467.2**	**2488.3**	**2509.4**	**2529.6**	**N/A**
Standard Exceeded: Level 4	12 %	13 %	13 %	6 %	5 %	7 %	9 %	10 %
Standard Met: Level 3	14 %	16 %	21 %	19 %	21 %	20 %	25 %	19 %
Standard Nearly Met: Level 2	22 %	19 %	20 %	28 %	23 %	28 %	26 %	23 %
Standard Not Met: Level 1	52 %	53 %	46 %	48 %	50 %	45 %	40 %	48 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	12 %	16 %	8 %	9 %	13 %	17 %	12 %
At or Near Standard	33 %	37 %	34 %	37 %	35 %	37 %	47 %	37 %
Below Standard	54 %	51 %	49 %	56 %	56 %	50 %	36 %	51 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	12 %	18 %	10 %	13 %	13 %	15 %	13 %
At or Near Standard	36 %	41 %	37 %	39 %	41 %	41 %	40 %	39 %
Below Standard	53 %	47 %	45 %	51 %	46 %	46 %	45 %	48 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	11 %	12 %	8 %	7 %	7 %	9 %	10 %
At or Near Standard	54 %	56 %	55 %	60 %	55 %	56 %	55 %	56 %
Below Standard	35 %	33 %	33 %	32 %	38 %	37 %	36 %	35 %

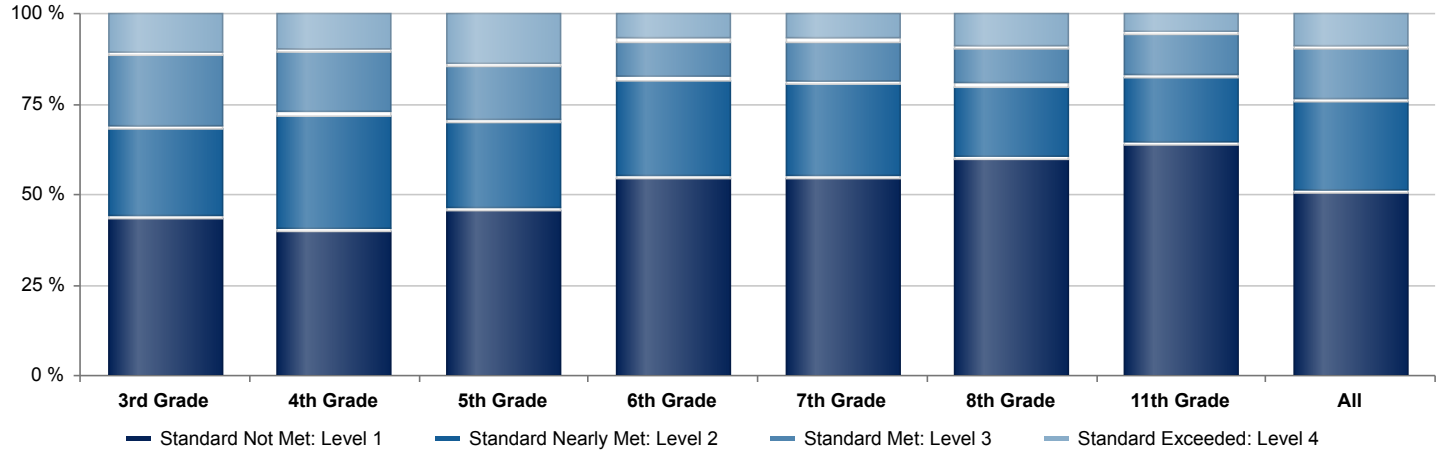
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	12 %	20 %	13 %	13 %	12 %	17 %	14 %
At or Near Standard	43 %	47 %	53 %	57 %	48 %	50 %	52 %	49 %
Below Standard	45 %	41 %	27 %	30 %	39 %	37 %	31 %	36 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	3,444	3,246	3,153	2,379	2,452	2,630	2,284	19,588
Number of Students Tested	3,330	3,156	3,045	2,308	2,386	2,528	1,780	18,533
Number of Students With Scores	3,298	3,135	3,022	2,293	2,344	2,494	1,634	18,220
Mean Scale Score	**2394.6**	**2433.1**	**2467.6**	**2453.0**	**2470.3**	**2482.6**	**2503.3**	**N/A**
Standard Exceeded: Level 4	11 %	10 %	14 %	7 %	7 %	9 %	5 %	9 %
Standard Met: Level 3	20 %	17 %	15 %	10 %	11 %	10 %	11 %	14 %
Standard Nearly Met: Level 2	25 %	32 %	24 %	27 %	26 %	20 %	18 %	25 %
Standard Not Met: Level 1	45 %	41 %	47 %	56 %	56 %	62 %	65 %	52 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19 %	15 %	19 %	9 %	10 %	11 %	11 %	14 %
At or Near Standard	29 %	27 %	26 %	24 %	26 %	24 %	24 %	26 %
Below Standard	52 %	58 %	55 %	67 %	64 %	65 %	65 %	60 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17 %	15 %	14 %	7 %	9 %	10 %	6 %	12 %
At or Near Standard	38 %	41 %	34 %	39 %	39 %	44 %	41 %	39 %
Below Standard	45 %	45 %	52 %	54 %	52 %	47 %	53 %	49 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	14 %	14 %	7 %	9 %	9 %	7 %	11 %
At or Near Standard	56 %	36 %	40 %	46 %	64 %	46 %	56 %	48 %
Below Standard	31 %	51 %	46 %	47 %	28 %	44 %	37 %	41 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

District: Oakland Unified School District

CDS Code: 01-61259-0000000

District: Oakland Unified School District

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

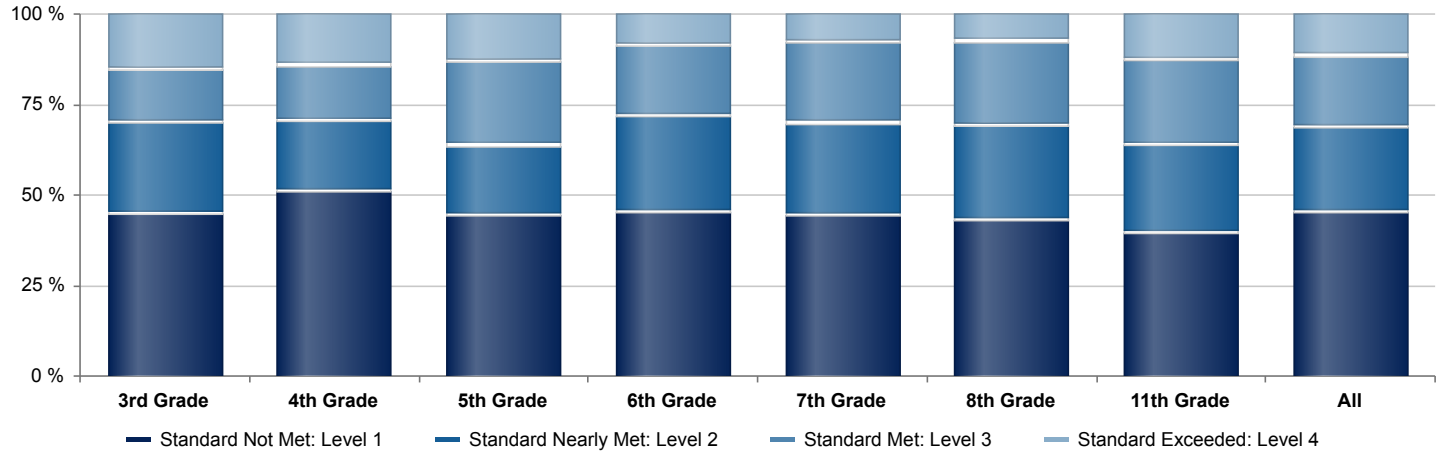
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3,337	3,354	3,104	2,387	2,366	2,451	2,278	19,277
# of Students Tested	3,154	3,159	2,966	2,237	2,187	2,295	1,927	17,925
# of Students With Scores	3,150	3,133	2,926	2,211	2,167	2,262	1,846	17,695

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**2387.4**	**2417.1**	**2461.0**	**2470.7**	**2496.9**	**2509.1**	**2531.5**	**N/A**
Standard Exceeded: Level 4	15 %	14 %	13 %	8 %	7 %	7 %	12 %	11 %
Standard Met: Level 3	14 %	15 %	23 %	19 %	22 %	23 %	23 %	19 %
Standard Nearly Met: Level 2	25 %	19 %	19 %	26 %	25 %	26 %	24 %	23 %
Standard Not Met: Level 1	46 %	53 %	46 %	46 %	45 %	44 %	40 %	46 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	13 %	15 %	10 %	12 %	13 %	16 %	13 %
Near Standard	37 %	35 %	36 %	34 %	39 %	37 %	44 %	37 %
Below Standard	48 %	52 %	49 %	57 %	49 %	50 %	40 %	49 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	13 %	18 %	12 %	14 %	13 %	16 %	14 %
Near Standard	39 %	39 %	37 %	40 %	44 %	41 %	39 %	40 %
Below Standard	47 %	48 %	45 %	49 %	42 %	46 %	45 %	46 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	10 %	12 %	10 %	8 %	7 %	12 %	10 %
Near Standard	57 %	59 %	54 %	59 %	60 %	61 %	57 %	58 %
Below Standard	31 %	31 %	34 %	31 %	32 %	32 %	31 %	32 %

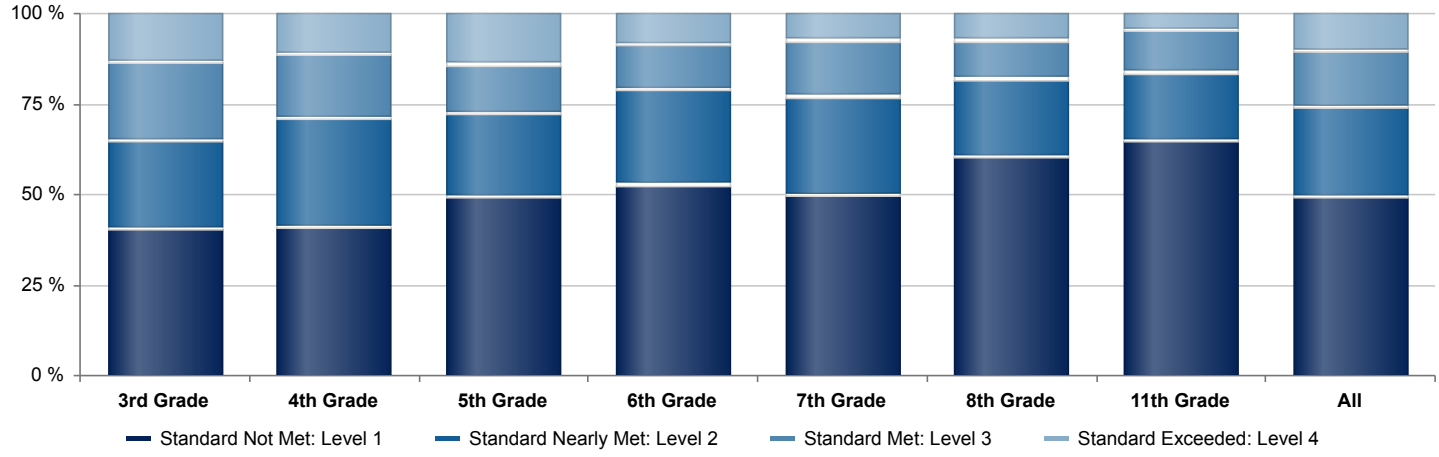
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	14 %	21 %	17 %	15 %	15 %	19 %	16 %
Near Standard	47 %	44 %	52 %	55 %	48 %	47 %	51 %	49 %
Below Standard	39 %	42 %	26 %	28 %	38 %	39 %	30 %	35 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3,337	3,353	3,104	2,387	2,365	2,450	2,280	19,276
# of Students Tested	3,201	3,211	3,004	2,292	2,256	2,321	1,892	18,177
# of Students With Scores	3,196	3,199	2,997	2,254	2,208	2,273	1,836	17,963
Mean Scale Score	**2400.2**	**2433.4**	**2460.1**	**2457.5**	**2476.4**	**2477.6**	**2498.1**	**N/A**
Standard Exceeded: Level 4	13 %	11 %	14 %	8 %	7 %	7 %	4 %	10 %
Standard Met: Level 3	21 %	17 %	13 %	12 %	15 %	10 %	11 %	15 %
Standard Nearly Met: Level 2	24 %	30 %	23 %	26 %	27 %	21 %	18 %	25 %
Standard Not Met: Level 1	41 %	42 %	51 %	54 %	51 %	62 %	66 %	51 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21 %	16 %	18 %	10 %	11 %	9 %	9 %	14 %
Near Standard	30 %	26 %	22 %	25 %	28 %	24 %	21 %	25 %
Below Standard	48 %	58 %	59 %	65 %	61 %	67 %	70 %	60 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19 %	14 %	13 %	9 %	10 %	9 %	5 %	12 %
Near Standard	40 %	39 %	30 %	35 %	38 %	45 %	40 %	38 %
Below Standard	41 %	46 %	56 %	56 %	51 %	46 %	54 %	50 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	15 %	12 %	9 %	11 %	7 %	7 %	12 %
Near Standard	49 %	37 %	37 %	45 %	47 %	46 %	50 %	44 %
Below Standard	33 %	48 %	51 %	46 %	42 %	47 %	43 %	44 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

District: Oakland Unified

CDS Code: 01-61259-0000000

District: Oakland Unified

County: Alameda

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

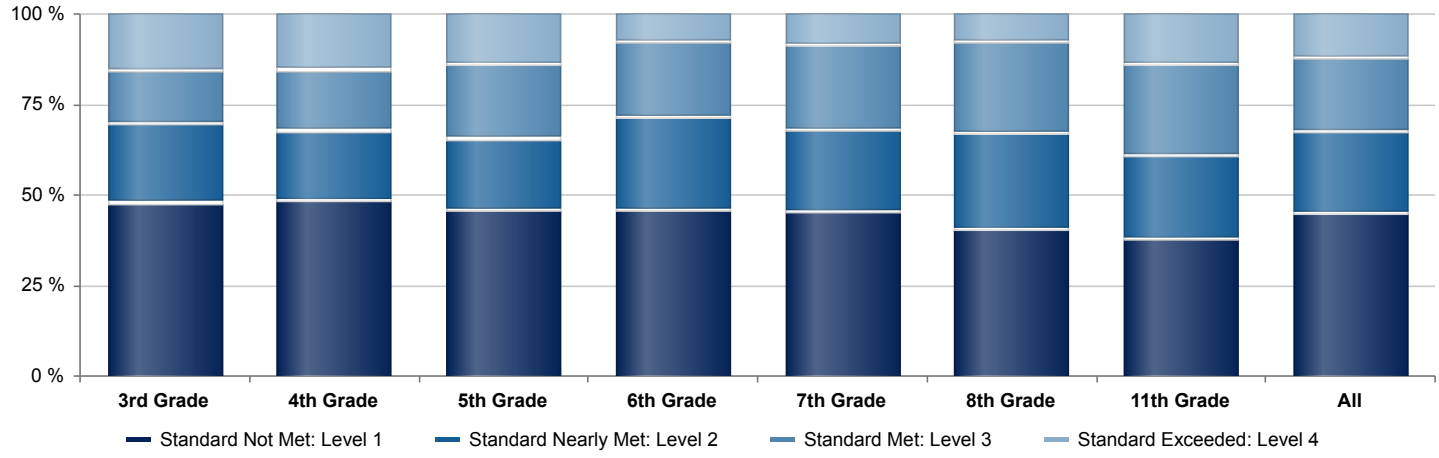
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3,226	3,179	3,220	2,318	2,391	2,352	2,204	18,890
# of Students Tested	3,090	3,030	3,082	2,189	2,272	2,188	1,846	17,697
# of Students With Scores	3,088	3,029	3,079	2,188	2,272	2,185	1,806	17,647

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**2380.4**	**2424.7**	**2457.1**	**2468.8**	**2492.9**	**2514.0**	**2537.5**	**N/A**
Standard Exceeded: Level 4	15.28 %	15.25 %	13.64 %	7.18 %	8.32 %	7.23 %	13.62 %	11.92 %
Standard Met: Level 3	14.05 %	16.31 %	20.14 %	20.61 %	23.06 %	25.03 %	24.81 %	19.94 %
Standard Nearly Met: Level 2	21.73 %	18.75 %	19.29 %	25.27 %	22.23 %	26.32 %	22.81 %	21.98 %
Standard Not Met: Level 1	48.93 %	49.69 %	46.93 %	46.94 %	46.39 %	41.42 %	38.76 %	46.17 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.74 %	16.71 %	16.29 %	10.37 %	14.08 %	14.61 %	20.03 %	15.42 %
Near Standard	31.06 %	43.03 %	39.71 %	41.04 %	35.56 %	37.91 %	41.40 %	38.35 %
Below Standard	53.21 %	40.26 %	44.00 %	48.58 %	50.35 %	47.48 %	38.56 %	46.23 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14.53 %	14.65 %	19.27 %	11.58 %	15.46 %	14.56 %	17.73 %	15.46 %
Near Standard	36.17 %	39.48 %	37.82 %	34.78 %	41.28 %	42.08 %	37.46 %	38.38 %
Below Standard	49.30 %	45.87 %	42.91 %	53.64 %	43.26 %	43.36 %	44.81 %	46.17 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.89 %	11.66 %	13.04 %	8.78 %	8.19 %	8.47 %	14.98 %	11.25 %
Near Standard	56.80 %	51.22 %	54.67 %	56.35 %	49.91 %	61.17 %	54.50 %	54.83 %
Below Standard	30.31 %	37.12 %	32.29 %	34.87 %	41.90 %	30.36 %	30.52 %	33.91 %

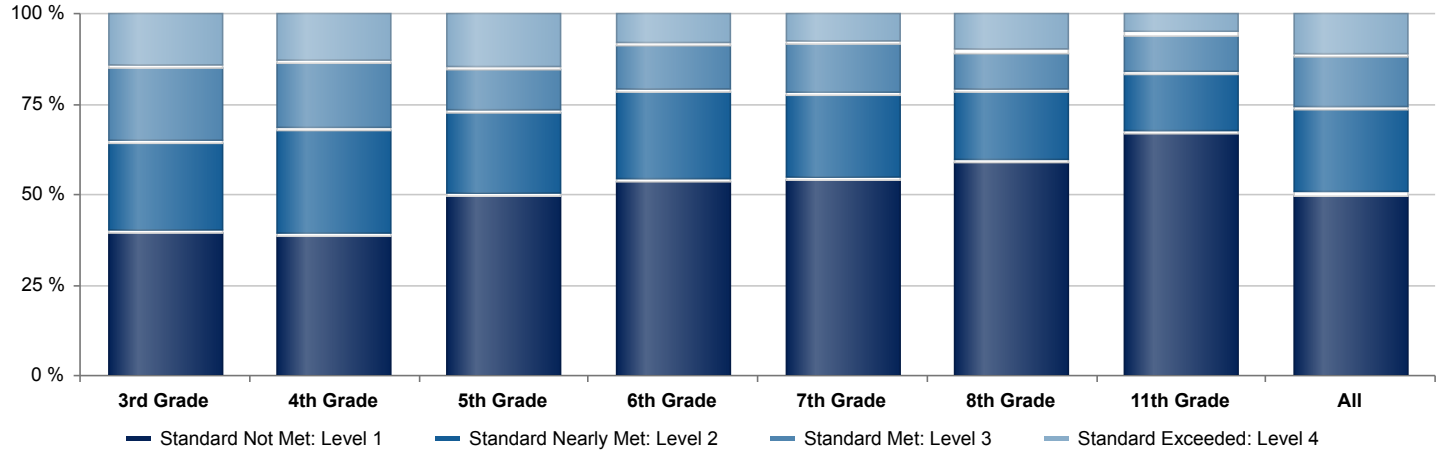
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14.93 %	16.45 %	17.30 %	14.53 %	17.17 %	16.39 %	21.98 %	16.74 %
Near Standard	41.33 %	45.41 %	39.58 %	43.56 %	41.51 %	45.33 %	42.46 %	42.64 %
Below Standard	43.73 %	38.14 %	43.12 %	41.91 %	41.33 %	38.28 %	35.56 %	40.62 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3,226	3,178	3,220	2,319	2,391	2,352	2,203	18,889
# of Students Tested	3,152	3,094	3,143	2,241	2,309	2,240	1,834	18,013
# of Students With Scores	3,151	3,093	3,137	2,240	2,309	2,234	1,776	17,940
Mean Scale Score	**2403.9**	**2439.7**	**2461.5**	**2452.4**	**2468.4**	**2482.6**	**2490.0**	**N/A**
Standard Exceeded: Level 4	14.63 %	13.00 %	15.08 %	8.13 %	7.84 %	10.21 %	5.18 %	11.25 %
Standard Met: Level 3	20.47 %	18.23 %	11.28 %	12.32 %	13.43 %	10.30 %	10.02 %	14.25 %
Standard Nearly Met: Level 2	24.47 %	29.07 %	22.66 %	24.29 %	23.34 %	18.76 %	16.05 %	23.23 %
Standard Not Met: Level 1	40.43 %	39.70 %	50.97 %	55.27 %	55.39 %	60.74 %	68.75 %	51.26 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22.92 %	19.93 %	18.91 %	11.08 %	11.91 %	13.04 %	10.44 %	16.37 %
Near Standard	30.83 %	26.46 %	22.51 %	23.09 %	24.21 %	20.97 %	17.35 %	24.27 %
Below Standard	46.25 %	53.61 %	58.58 %	65.83 %	63.88 %	65.99 %	72.21 %	59.36 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.78 %	15.88 %	14.12 %	9.02 %	9.61 %	11.56 %	6.90 %	13.20 %
Near Standard	40.51 %	39.66 %	34.08 %	33.66 %	36.73 %	28.81 %	31.93 %	35.61 %
Below Standard	39.71 %	44.45 %	51.80 %	57.32 %	53.66 %	59.63 %	61.18 %	51.19 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.63 %	17.37 %	13.84 %	8.97 %	9.57 %	10.53 %	8.20 %	13.18 %
Near Standard	45.43 %	37.14 %	36.45 %	34.60 %	45.99 %	38.71 %	49.51 %	40.70 %
Below Standard	35.94 %	45.49 %	49.71 %	56.43 %	44.43 %	50.76 %	42.29 %	46.13 %

Mathematics Area Achievement Level Descriptors

Appendix D: Board Materials: Roster, Meeting Dates, and Policies

Board of Directors
The current OMI Board consists of ten members. Each board member brings significant experience and a strong commitment to OMI.

The current members of the Board are:

MEMBER	AFFILIATION
William Bowen	Chairman, Consultant
Major General David Baldwin	The Adjutant General, State of California Military Department, California National Guard
Vice Admiral Jody Breckenridge	US Coast Guard Vice Admiral, Retired
Buzz Breedlove, Secretary	Former Charter school Executive Director
David Clisham	Principal, Clisham and Sorter, LLC
Brigadier General James Gabrielli	California National Guard, Commander of the Youth and Community Programs Task Force
Arnold Grisham, Chairman	Chairman President & CEO, Tri Valley Bank
Steve Samuels	President, Design Visionaries
Baxter Rice, Vice Chairman	Consultant
Joe Wire, Treasurer	CFO, Golden Gate Bridge Highway and Transportation District

Board Committee Assignments

- Executive Committee: Mr. Grisham, MG Baldwin, VADM Breckenridge, and Mr. Bowen
- Finance Committee: Mr. Wire, Mr. Bowen, and Mr. Grisham
- Development Committee: Mr. Grisham and VADM Breckenridge.
- Technology Committee: Mr. Samuels, Mr. Clisham, and Mr. Breedlove
- Facilities Committee: BG Gabrielli, Mr. Breedlove and Mr. Rice.

OMI Board Meeting Dates for 2018-2019 Academic School Year

1 . Monday, September 10, 2018

2 . Tuesday, October 9, 2018

3 . Tuesday, November 13, 2018

4 . Monday, December 10, 2018

5 . Monday, January 7, 2019

6 . Monday, February 11, 2019

7 . Monday, March 11, 2019

8 . Monday, April 8, 2019

9 . Monday, May 13, 2019

10 . Monday, June 10, 2019

Board Biographies:

Arnold Grisham

Chairman, President and CEO of Tri-Valley Bank since 2011. President and Chief Executive Officer and organizing founder of Alta Alliance Bank in Oakland, California and Executive Vice President of its holding company, Western Alliance Bancorporation, from 2006 to 2010; previously President and Chief Operating Officer of Civic Bank of Commerce; from 1981 to 1999 held a series of management positions at Wells Fargo, including Executive Vice President from 1994 to 1999; Board member of the Federal Reserve Bank of San Francisco, 2008 to 2010.

William G. (Bill) Bowen

Education

– USAF Academy – Bachelor of Science (1966)
– Georgetown University – MA (Political Science; 1967)

Military Experience
– Air Force Intelligence Officer – Vietnam (1967-1968); Defense Intelligence Agency – Washington, D.C. (1968-1970)
– Staff Officer – Office of the Secretary of Defense/International Security Affairs – (1970-1972)
Business Experience
– Pabst Brewing Company, Milwaukee Wisconsin – VP Logistics; Information Systems; Strategy; Personnel. (1972-1985)
– Kraft Foods, Northbrook, Illinois – VP Logistics; Purchasing. (1985-1998)
Other Interests
– Glendale Wisconsin Board of Education (1974 – 1980)
– San Francisco Civil Grand Jury (Foreman, 2001-2002)
– SF Chapter, California Grand Jurors' Association(2004-2011; President – 2004-2007)
– Presidio Golf Club (President, 2006)
– Sacramento Seminar – Member (1999-2011)
– Lincoln Club of Northern California (2010-2011)
– Oakland Military Institute College Preparatory Academy Board of Directors (2010-present)
– Weekly political blog at www.RightinSanFrancisco.com
– Author of political thriller, The Target
Personal
– Wife – Susan; Daughters Sarah and Julia; 5 Grandchildren

Major General David S. Baldwin, The Adjutant General, California Military Department

Major General David S. Baldwin was appointed as the 46th Adjutant General on 16 April 2011. Governor Edmund G. Brown Jr. recalled General Baldwin from his second deployment to Afghanistan, where he served as Deputy Commander of the 101st Airborne Division Tactical Command Post and Senior Mentor to the Commanding General of the 201st Afghan Army Corps, to assume command of the California National Guard. As the Adjutant General, he leads the largest, most tasked National Guard force in the United States, with an authorized strength of 23,000 personnel. He is responsible for the operation of the State Military Department, which consists of the California Army and Air National Guard, State Military Reserve, and California Youth Programs.

General Baldwin enlisted as a medic in the California Army National Guard in 1982. He was commissioned through the Reserve Officer Training Corps (ROTC) in 1984. His military assignments include Rifle Platoon Leader, Company Executive Officer, and Scout Platoon Leader. He commanded a rifle company that deployed to the Los Angeles Riots in 1992. He served as aide-de-camp for the Commander, California Army National Guard before being assigned as the Operations Officer and then Executive Officer of 1st Battalion, 184th Infantry.

General Baldwin commanded that same battalion when it deployed troops to Kuwait in the fall of 2001 in support of Operation DESERT SPRING. Following his assignment as a student at the Army War College, General Baldwin deployed to Afghanistan where he served as the Civil-Military Operations Officer and then the Executive Officer of Combined Forces Command. In January 2007, General Baldwin assumed command of the 79th (previously 40th) Infantry Brigade Combat Team, California Army National Guard. General Baldwin's full-time assignments on State Active Duty include Emergency Plans and Operations Officer, Legislative Liaison Officer, and Director, J3. From 2009 until he deployed in early 2010, General Baldwin served as the Chief of Staff of the California National Guard's Joint Staff.

General Baldwin's military education includes the Infantry Officer Basic Course, Armor Officer's Advanced Course, Combined Arms and Services Staff School, Command and General Staff College, and the Army War College. His civilian education includes a Baccalaureate of Science Degree in Medical Microbiology from Stanford University in 1985, a Master of Public Administration from the University of Southern California in 1996, and a Master of Strategic Studies Degree from the United States Army War College in 2003.
General Baldwin's military awards and decorations include the Legion of Merit, Bronze Star with two Bronze Oak Leaf Clusters, Meritorious Service Medal with Oak Leaf Cluster, Army Commendation Medal with Oak Leaf Cluster, Army Achievement Medal with Oak Leaf Cluster, National Defense Service Medal with Bronze Star, Combat Action Badge, and the Parachutist Badge.

Vice Admiral Jody Breckenridge

Vice Admiral Jody Breckenridge, US Coast Guard (RET) Vice Admiral Breckenridge retired in 2010 after 34 years of service in the US Coast Guard. Her last assignment was Commander, Pacific Area with responsibility for all Coast Guard operations in the Pacific. Since retirement, she consults and continues to serve others through membership on a number of boards/advisories including Vice Chair of San Francisco Fleet Week, Mission Readiness, Red Cross, Association for Rescue at Sea, Veterans Research Institute, Marines Memorial, and the Governor's Military Council. In 2014, the Governor appointed her as Board of Directors Chair for the Water Emergency Transportation Authority.

Buzz Breedlove

Mr. Breedlove is the former Executive Director of the John Muir Charter School where he directed an innovative statewide charter high school that provided high school services to 1,500 former dropouts in youth development programs, such as the California Conservation Corps. Under his leadership, Muir raised individual student performance an average of two grade levels per year through rigorous assessment and individualized classroom instruction. He collaborated closely with Muir's client agencies that provided students with jobs, vocational and life-skills training, and community service. Created and maintained a sophisticated and transparent budgeting process, which allowed Muir to enhance program offerings, maintain high teacher / student ratios, and sustain significant but prudent reserves despite statewide funding reductions. He formerly served in the California Conservation Corps (CCC), as the Assistant Director of Education and Program Evaluation (2001-2003). Improved education outcomes of participants in the Corps through precise tracking of individual corps member outcomes. Strengthened CCC partnership with John Muir Charter School by enhancing the ability of the CCC and school to evaluate each student's strengths and challenges, interests, and learning styles. Ensured CCC and high school programs responded to each student's needs. Prior to that, Mr. Breedlove served in the Legislative Analyst's Office as the Coordinator, Higher Education Unit. (1996-2001). Managed a staff of six in evaluating budgets and programs of California public higher education and student financial aid for the California State Legislature. Co-authored major studies of enrollment growth, year-round education, and remedial coursework in higher education. He also served in the California Research Bureau, as Assistant Director of Environment, Natural Resources, and Transportation Unit (1991-1996) and with the Senate Office of Research, as a Senior Consultant on Environmental and Resources Programs (1986-1991) where he provided non-partisan analyses to all members of the Senate. He has authored numerous analyzes of major environmental and natural-resource programs.

David P. Clisham

David P. Clisham has been an OMI Board member since 2009. He received undergraduate and law degrees from the University of San Francisco and a Masters Degree in Education from San Francisco State University. He is a former high school English teacher and

counselor at Lincoln and Mission High Schools in San Francisco and has had an active law practice representing public employee unions in the Bay Area since 1981.

BG (CA) James L. Gabrielli

BG Gabrielli was commissioned a Second Lieutenant in the United States Marine Corps in June 1977 after earning a Bachelor of Arts Degree from California State University, Sacramento. He served 8 years active duty as a helicopter pilot and flight instructor for the Marine Corps before returning to Sacramento to join the California Army National Guard and continue his civilian education. BG Gabrielli is an experienced educator having served as both a middle school teacher and elementary school principal from 1985 to 2000 while simultaneously serving as a traditional guardsman. As a company grade officer with the California National Guard, BG Gabrielli's assignments included tours as Aviation Maintenance Officer and Company Commander. As a field grade officer, he served as Battalion Maintenance Officer, Battalion Executive Officer, Battalion Commander, Director Security, Plans and Operations, Director of Surface Maintenance and the Director of Information Management before retiring federally in August 2005. BG Gabrielli was appointed on State Active Duty as the full-time Director of Youth Programs in March 2002. In April 2011, BG Gabrielli was re-assigned as the Commander, Youth and Community Programs Task Force. BG Gabrielli was promoted to his present rank on June 2, 2011. He is married to the former Merri Lynne Hogan from Fairfield, California. Together they have four children and three grandchildren.

Stephen Samuel PE

Stephen Samuel PE, Founder and President of Design Visionaries in San Jose, has over 22 years of experience in developing and using high-end CAD tools and mentoring its users. During a ten-year career at Pratt & Whitney Aircraft, he implemented advanced CAD/CAM technology in a design and manufacturing environment. He has trained thousands of engineers in Unigraphics NX, written self-paced courses in UGNX Advanced Modeling and Best Practices, and performed design work for numerous Fortune 500 companies.

Baxter Rice

Following service as the chief regulator for alcoholic beverages in California, Baxter Rice has been a consultant on such issues for the past thirty years. Prior to that, he was an intelligence analyst with the Central Intelligence Agency in Washington DC and a trust administrator with a California bank. He is a product of Oakland parochial grammar schools, high school in San Francisco and undergraduate and graduate degrees from Gonzaga University in Spokane Washington. In addition to serving on the OMI Board, he has served on a number of non-profit boards, including PICO, a national network of congregation-based community organizations, Episcopal Senior Communities providing both market rate and affordable housing for seniors in northern California and Self-Help for the Elderly, a Chinese social services agency for low-income Chinese seniors in the bay area.

Joseph Wire

Mr. Wire has served for the past eleven years as the Chief Financial Officer and Auditor of the Golden Gate Bridge Highway and Transportation District, where he supervises financial operations for one of the world's largest transportation agencies. Prior to that, he served in the White House Executive Office of the President Office of Management and Budget as a senior policy advisor from 1989-1997. Mr. Wire brings tremendous experience with the world of financial management and assists OMI with the development, implementation, and monitoring, of effective financial practices.

Overview

The Board has a strong record of leadership, stability, and fiscal responsibility. The academic success, strong and stable management, seven successive years of unqualified audits, and healthy fiscal reserves, are reflective of the leadership that will also guide the next five years

of OMI. The Board is fully responsible for the operation and fiscal affairs of OMI including but not limited to:
1) Recruiting, hiring, and evaluating the Superintendent;
2) Financial and operational management of OMI;
3) Adoption of OMI's annual financial budget;
4) Overseeing receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act;
5) Overseeing solicitation and receipt of grants and donations to OMI;
6) Developing and implementing Personnel policies and procedures and employee disciplinary matters;
7) Approval of hiring and dismissal recommendations made by the Superintendent;
8) Approval of contracts with outside entities or persons;
9) Financial audit oversight;
10) Relations with the chartering entity;
11) All matters related to charter approval, amendment, or revocation; and
12) Defend OMI from any adverse legal actions.
The Board may initiate and carry on any program or activity, or otherwise act in any manner which is neither in conflict with, nor inconsistent with, nor preempted by, any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law and will discharge any duty imposed by law upon it and may delegate to any employee any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will defend OMI from any adverse claims or legal actions.
The Board will address program concerns regarding the operation and improvement of OMI. The Board is the final policy-making authority for OMI. The Board will recommend programs, policies, and schedules designed to meet the evolving educational needs of OMI's students, parents, and teachers. All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to OMI. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws.

To contact a member of our board, you may send correspondence to the following address: 3877 Lusk Street, Oakland, CA 94608 or you can send an email to info@omiacademy.org and put "To the Board" in the Subject line.

BOARD OF DIRECTORS

POLICY MANUAL

Last Updated: November 9, 2009
Adopted by the Board: January 12, 2010

TABLE OF CONTENTS

POLICY NUMBER RANGE	CATEGORY OF POLICIES	PAGES
0001-0999	Mission and Philosophy	3-4
1000-1199	Student Personnel	5-70
1200-1299	Facilities	71-73
1500-1599	Parents	74-78
1800-1899	Health, Welfare, and Safety	79-94
1900-1999	Technology	95-97
2000-2100	Certificated and Classified Personnel	98-103
2500-2599	General School Operations	104-107
2700-2799	Curriculum, Instruction, and Assessment	108-116
3000-3199	Fiscal Operations	117-126
4000-4999	Board Operations and General Personnel Policies	127-150
ALPHABETICAL INDEX OF POLICIES (TO BE PUBLISHED)		151

POLICY #0001:

MISSION OF THE ACADEMY

The Board of Directors declares that the mission of the Oakland Military Institute (OMI) is to provide a structured and rigorous academic program where cadets develop as leaders, scholars, critical thinkers and citizens. Through a military framework, the school inspires honor and pride within its cadets, cultivating life-long respect, confidence, physical fitness and wellness and appreciation for others. Upon graduation, cadets will have completed the A-G requirements for admission to the Cal-State and University of California systems as well as top private and public universities nationwide.

POLICY #0002:

PHILOSOPHY OF THE ACADEMY

OMI's three pillars are to promote academic excellence, develop leaders of character, and inculcate habits of lifelong physical fitness. By participating in a military learning environment, cadets will develop personal discipline, physical fitness and leadership skills. The goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any school in the nation and who are prepared for their roles as future leaders.

The demanding academic program includes language arts, math, science and history, as well as world languages, leadership, and physical fitness training. OMI seeks and supports students who have ambition and are ready to take responsibility for their own learning. We understand that some of our cadets enter OMI performing below grade level standards, and we support these students by providing extra opportunities to accelerate learning, i.e. Saturday school, after school classes, or study hall. It is our expectation that each cadet will take advantage of these opportunities, and through hard work, determination, and a positive attitude do whatever it takes to meet OMI's academic standards.

OMI offers a positive learning environment, enhanced by leadership, teamwork, and the safe and structured discipline of the military. All cadets participate as members of the California Cadet Corps, assuming increased responsibility through various positions of leadership. Cadets earn a sense of pride and community at OMI by learning military customs and courtesies and by achieving promotions and awards for their accomplishments. The disciplinary system, patterned after the military model, is fair and predictable. Cadets learn what is expected of them at the Summer Camp prior to their enrollment at OMI. Cadets who do not meet our expectations for conduct forfeit their opportunity to attend OMI. The overall goal of the military framework at OMI is to foster and support achievement of the academic, leadership, and physical fitness goals of cadets at the Institute.

Each cadet is assigned to a military company. Each company has three adults dedicated to supporting the development of the cadets assigned to the company. Those adults include a Training, Assessment, and Counseling (TAC) Officer, TAC Non-Commissioned Officer (NCO), and a Company Support NCO. TAC Teams are the "starting point" for cadets and their parents and teachers to find support for cadets' academic, military, physical, and moral-ethical development.

POLICY #1001:

STUDENT ACCIDENTS

Although the Charter School makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents.

Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident.

Charter School staff shall appropriately report and document student accidents.

POLICY #1002:

ADMINISTRATION OF MEDICATION

The Charter School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the administration of the medication and detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered during school hours only if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

POLICY #1003:

CELL PHONE & OTHER ELECTRONIC SIGNALING DEVICES POLICY

OMI will permit students to possess but not use cell phones and other electronic signaling devices except outside of the school day. Students who possess these devices are to keep them turned off and out of view. All students are required to adhere to the following guidelines regarding cell phones and other electronic signaling devices:

Cell phones and other electronic signaling devices may be used:

- Off campus before or after school.
- When a state of emergency has been declared (verbally or in writing) by the Superintendent or designee.

Cell and other electronic signaling devices phones may not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus,
- During break or lunch,
- To make video or audio recordings of school activities without express prior approval of the Superintendent or his/her designee (such use may be grounds for suspension or expulsion),
- On field trips or School sponsored excursions.

Possession of a cell phone or other electronic signaling device is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy. All School employees shall remove any cell phone or other electronic signaling device from possession of a student violating this policy. In such cases, the items will only be returned to the cadet's parent or guardian. OMI does not assume liability if such devices are damaged, lost or stolen. On the first occasion when a cell phone or other electronic device is heard or seen by a school staff member, it will be confiscated and only returned after a parent conference. On the second occasion in a school year a cadet has an electronic device confiscated, the item will be confiscated for the remainder of the school year and returned on the last day of school.

POLICY #1004:

HOMELESS STUDENTS

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

DEFINITION
OMI has adopted the McKinney-Vento Act definition of homeless children and youth: "individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings." This definition shall include:
• children and youth who 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; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
• children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
• children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
• Unaccompanied youth – a youth not in the physical custody of a parent or guardian.

LIAISONS
The McKinney-Vento Act requires every school to designate a staff person to serve as the Homeless Education Liaison whose role it is to assist homeless students enroll in school and to ensure that they receive the educational services for which they are eligible. The OMI Liaison is Dr. Lori Smith, school counselor.

ENROLLMENT
School districts must immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records or proof of residency. Furthermore:
• homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
• students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
• Homeless Education Liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

Schools must adopt policies and practices to ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin.

Furthermore:

• if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation;

• if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and

• if the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

ACCESS TO COMPARABLE SERVICES

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs. **NOTE:** To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of homeless shelter where the students reside as the determination of eligibility for free lunch.

POLICY #1005:

FIELD TRIPS & EXCURSIONS

The Board recognizes that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional program of the Charter School. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich the Charter School's educational program and the social development of the Charter School's students.

Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes the Charter School's legal liability and financial cost.

Monitoring Field Trips and Excursions

The Superintendent of the Charter School shall ensure that the effectiveness of field trips, and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of the Charter School's educational program. Teachers are to have a considerable degree of flexibility and innovation in planning field trips.

Field Trip and Excursion Planning and Approval

All field trips and excursions that take place during school hours must receive prior written approval by the Superintendent of the Charter School. The Superintendent of the Charter School shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to the Charter School's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity.

Field trips and excursions, lasting longer than the school day require the above procedure and Board approval.

If the Superintendent of the Charter School or the Board does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

The Superintendent of the Charter School may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The Superintendent of the Charter School shall not approve activities that he/she considers to be inherently dangerous to students.

Permission Slips

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against the Charter School, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

One copy of the permission slip shall be filed with the Superintendent of the Charter School and one copy shall be given to the teacher to take on the field trip or excursion.

Accident and Medical Insurance

The Charter School does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the Superintendent of the Charter School. Applications and payments must be sent directly to the insurance company.

Supervision of Field Trips and Excursions

The sponsoring teacher must be present to supervise the field trip or excursion. The Superintendent of the Charter School or his/her designee shall be designated as the emergency contact for the group on the field trip or excursion.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying Charter School employee at all times during the field trip or excursion.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other school employee accompanying the field trip or excursion.

Adult/Student Ratio

Adult/student supervision ratio of no less than one adult per twenty students must be observed at all times during the field trip or excursion. Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the Charter School group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Superintendent or his/her designee may hold a meeting for parents/guardians accompanying the group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Any parent volunteers who accompany as field trip chaperons must have passed a "Megan's Law" background check by the Superintendent or his/her designee.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel. If travel is by van, the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling.

If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide proof of liability insurance. A copy of the insurance policy shall be given to the Superintendent or his/her designee. The parents/guardians shall acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion. The school shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used.

Under no circumstances shall students transport other students (except siblings with parental permission).

Defraying Expenses of Field Trips and Excursions

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate in the field trip or excursion.

POLICY #1006:

PUPIL RECORD CHALLENGES

The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

1) Inaccurate
2) An unsubstantiated personal conclusion or inference
3) A conclusion or inference outside of the observer's area of competence
4) Not based on the personal observation of a named person with the time and place of the observation noted
5) Misleading
6) In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil which has already been served.

To challenge a pupil record, a parent must file a written request with the Superintendent to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Superintendent or his/her designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Superintendent must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Superintendent sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Superintendent or his/her designee must then inform the parent or eligible student of the amendment in writing. However, the Superintendent shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the Superintendent must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board's decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board shall be final.

The Superintendent or the Board President may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

1) The Superintendent of a public school other than the public school at which the record is on file
2) A certificated employee appointed by the parent
3) A parent appointed by the Superintendent or by the Board, depending upon who convenes the panel.

If the final decision of the Board is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Superintendent, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

POLICY #1007:

SECTION 504 OF THE REHABILITATION ACT

The Board of Directors of the Oakland Military Institute College Preparatory Academy recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEIA"). The identification, evaluation and education of students eligible for services under the IDEIA is addressed under the policies and procedures of the Oakland Unified School District.

The Superintendent shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If OMI does not assess a student after a parent has requested an assessment, OMI shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. OMI shall periodically review the student's progress and placement.
OMI will implement this policy through the following corresponding Procedure.

Definitions

1. **Academic Setting** – the regular, educational environment operated by the Oakland Military Institute College Preparatory Academy.
2. **Individual with a Disability under Section 504** – An individual who:
   - has a physical or mental impairment that substantially limits one or more major life activities;
   - has a record of such an impairment; or
   - is regarded as having such an impairment.
3. **Evaluation –** procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – Director of Instruction Dara Northcroft, shall serve as OMI's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at **510-594-3924**.

B. Referral, Assessment and Evaluation Procedures

1. OMI will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another OMI employee will be forwarded to the Section 504 Coordinator.
3. OMI has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education.

All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests for an impartial hearing shall be made to **Dara Northcroft, Director of Instruction at 3877 Lusk Street, Oakland, CA 94608.** Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Superintendent shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within Oakland Unified School District's SELPA or the Alameda County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, OMI may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and OMI. Alternative dispute resolution options include:

- Mediation by a neutral third party.
- Review of the 504 Plan by the Superintendent or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent.

8. The parent/guardian and OMI shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

POLICY #1008:

STUDENT SUCCESS/STUDY PROCESS

Purpose: The Student Study Team process is designed to insure that every child who experiences difficulties be given the benefit of comprehensive and systematic help drawn from the resources of regular education.

OMI is committed to working with students who are achieving below grade level to help them achieve at expected levels, and also to working with students who are performing above grade level and are looking for additional challenges. OMI will identify students who are performing below or above grade level, or those students otherwise having behavioral issues, and it will utilize a Student Success/Study Team ("SST") process to develop a plan to address the students' individual needs.

An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with their success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST meeting to share information about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring together the people who know most about the student and to pool their knowledge and resources in a way that will best help the student.

Expectations:

1. To develop strategies and make recommendations that are useful in the classroom/ or playground area.
2. To exchange ideas, methods, techniques, and activities to help students succeed in the classroom.
3. To assist in the creation and implementation of the interventions recommended by the committee (emphasizing committee/team).

Procedures:

Before the referral: Gather work samples/academic assessments, communicate with parents, review the cumulative file, implement any accommodations you believe appropriate for the child, etc.

1. Obtain a referral form. Referral forms are available from the Director of Instruction. Typically this is done by the teacher but can be requested by the parent or any staff member.
2. Complete the information and return to the Director of Instruction.
3. The meeting will be scheduled by phone and confirmed by mail. The SST coordinator will mail out the confirmation notice and parent survey.

Materials needed at the SST:

Cumulative file, recent work samples, assessment results, SST referral form, special education testing results, a list of interventions/modifications already attempted, behavior file, communication logs, and any other pertinent information that might be helpful.

At the meeting be ready to discuss the following:

1. Reason for the referral and a specific statement of the problem. (Facts Only)
2. Student History:
    a. Academic History
    b. Family issues (if applicable)
    c. Attendance/Tardy patterns
    d. Social/Behavior problems
3. Areas of student's strengths and weaknesses:
    a. Academic skills(i.e, oral reading, fine motor skills, completes homework, handwriting, etc.)
    b. Classroom behavior (i.e., peer relationships, adult relationships, work habits, attention span, etc.)
    c. Non-academic skills (athletic ability, interpersonal or leadership skills, artistic ability, etc.)

SST Team Responsibilities:

a. Review the information presented (including parent survey)
b. Identify the concerns from the initial referral
c. Brainstorm possible interventions
d. Record the intervention plan
e. Schedule a follow-up meeting

POLICY #1009:

OMI CADET CODE OF HONOR

At Oakland Military Institute, cadets learn and behave by a code of conduct that will serve them well during their time at the Institute 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.

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

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.

OMI CADET CREED

I am an Oakland Military Institute Cadet. I will always conduct myself to bring credit to my family, country, academy, and corps of cadets.

I am loyal and patriotic. I am the future of the United States of America.

I do not lie, cheat, or steal and will always be accountable for my actions and deeds.

I will work hard to improve my mind and strengthen my body.

I will seek the mantle of leadership and stand prepared to uphold the Constitution of the United States of America.

POLICY #1010:

ATTENDANCE PROCEDURES AND POLICIES

Parents are encouraged to clear only legitimate absences. A fundamental premise is that cadets must attend class constructively and consistently to benefit from the instructional program. Accordingly, the following expectations and policies have been instituted at the Oakland Military Institute. Please read them thoroughly and review them with your son or daughter.

Reporting Absences
Parents are required to call the OMI Attendance Office at the 24-hour line (510) 594-3910 on the day their son/ daughter is absent from school. A phone call on the day of absence coupled with a written note from the parent ensures that the cadet will have a documented absence to each class. If a parent is unable to call on the day of absence, a call on the following day is acceptable. ALL ABSENCES MUST BE CLEARED WITHIN 48 HOURS. Clearing an absence consists of BOTH a phone call from the parent/guardian AND a written note of explanation for the absence. If the absence is not cleared within 48 hours, the School will consider the student truant. Truancies are 10 point demerits. Demerits are explained later in this handbook.

Absences in Excess of 15 Days in an Academic Semester
In cases where a cadet accumulates more than 15 absences from any class during a semester, the cadet may be denied academic credit and may receive a failing grade.

School Notification of Absences to Home
Every attempt will be made to notify parents in a timely fashion that their child is absent from school. The school uses the information submitted on the Emergency Contact form during registration. Parents should make certain that the school has the correct and updated phone contact information.

In addition, as indicated on the calendar, approximately once per month, each cadet will be given a printout of his/her attendance record with the weekly parent bulletin. Parents who have questions or concerns about this printout should contact the main office.

OMI may use an automated phone dialer to notify parents of period or full day absences.

Tardies to School on Mondays, Tuesdays, Wednesdays, and Fridays
If a cadet arrives late to campus any time between the start of morning formation and 0830, they enter through the 39th Street gate and are recorded as tardy. After 0830, they enter through the main doors on Lusk Street and must report directly to the attendance office to receive a tardy slip before going to class. All unexcused tardies earn demerits. If a parent wishes to excuse a tardy to school, such an excuse must be made in writing and presented at the 39th Street Gate prior to 0830 or the Main office when the cadet arrives tardy after 0830.

Tardies to School on Thursdays

Thursdays, school begins at 0913 due to faculty meetings. If a cadet arrives late to campus any time between the start of morning formation and 0945, they enter through the 39th Street gate and are recorded as tardy. After 0945, they enter through the main doors on Lusk Street and must report directly to the attendance office to receive a tardy slip before going to class. All unexcused tardies earn demerits. If a parent wishes to excuse a tardy to school on a Thursday, such an excuse must be made in writing and presented at the 39th Street Gate prior to 0945 or the Main office when the cadet arrives tardy after 0945.

Permission to Leave Campus

If a cadet becomes ill or has an appointment during the day, he/she must first report to the main office. If it is determined that the student should leave campus, the necessary arrangements will be made by the attendance staff. Cadets may not leave campus without written permission from the school office. Cadets who leave without permission will be marked "truant" and may be subject to discipline pursuant to the Cadet Code of Conduct or referral to the Student Attendance Referral Board (SARB). Parents may not call their children on student cell phones or send text/multimedia messages to them during the school day to notify the cadet of an appointment or to tell the cadet to report to the office for permission to leave campus. Parents should call or come into the main office to request permission for a student to leave campus during the school day. This includes cases where a student must miss Academic Support. Academic Support is considered part of the regular school day.

Written permission is issued to those cadets who must leave before the end of scheduled classes due to illness, doctor appointments or special circumstances. Written permission forms are available from the Attendance Office and will not be issued without the consent of the parent or guardian. For appointments, the parent or guardian *must call the school before the expected dismissal time*. Cadets must report to the main office before leaving campus.

Tardies

A cadet is tardy if he or she is not in the battalion formation at the prescribed time and/ or in line or seated ready to work in class when the tardy bell rings. After five minutes, a student will be marked absent. Tardies will count as "1" point demerits as explained later in this handbook. Note that cadets automatically receive demerits for all unexcused tardies and will NOT receive pink demerit slips for tardies.

When a cadet has a legitimate excuse for being tardy (such as being with an adult staff member), the cadet has the responsibility for having that adult write a tardy excuse in the cadet's planner on the date corresponding to the tardy. This ensures that the cadet has a permanent record of excused tardies and will prevent a cadet from having to serve detention for unexcused tardies.

Truancies

Since attendance is essential to achieving success, the staff at OMI expects cadets to attend all classes. A cadet is considered truant if he/ she is absent from class without permission or is more than 5 minutes late.

State law authorizes the County district attorney to prosecute parents who do not send their school age children to school after a School Attendance Referral Board (SARB). OMI maintains a School Attendance Review Board (SARB) that reviews referrals regarding severe attendance problems. Cadets who are truant are NOT entitled to makeup work for the time they are truant.

Closed Campus

OMI is a closed campus. Cadets must not leave campus without reporting in to the Main Office for written permission as explained above. Cadet guests **are not allowed** at any time.

Any time a cadet leaves the main campus during school time, s/he must be accompanied by an adult staff member unless the cadet is in possession of written permission to leave campus. This includes trips to the Military/School Annex across 39th Street.

Eighteen Year-Old Cadets

Any cadet who is 18 years old, may clear his/her own absence. Parents of 18 year old cadets are reminded that those cadets may sign permission slips for field trips and other documents because of their status as legal adults.

Forging Notes / Calls

Forging telephone calls, falsifying, altering or illegal possession of school forms, or the use of forged notes or excuses will be cause for immediate disciplinary action, up to and including expulsion from OMI.

POLICY #1011:

NEW CADET ORIENTATION

The purpose of the new cadet orientation is to provide a means by which new students at OMI can better assimilate into the culture of the school. Through this orientation, new students develop pride in their school and in becoming a member of their designated military company.

During the summer before a new student matriculates at OMI, he/she must successfully complete the designated summer school/camp/training process. This process may be different for different age students. The summer experience prepares new students in military protocols, procedures, and may include academic preparation.

New students will be assigned to a designated military company. They are not considered full members of the company at that time. Instead, they must continue to learn about OMI and military traditions, procedures, and protocols. The student leaders and the TAC teams will teach these to them. During this time, they may be required to spend time after school (3:30 to 4:30) for practical application. TAC Teams will send written notification for students who are required to attend after school sessions. The students will be asked to memorize information and recite what they have learned.

During these weeks of training, new students must demonstrate a willingness to "join" the company, cooperate with student leaders, and participate actively in company routines, sports, and ceremonies. Also during this time, these "pledge" cadets wear their summer camp uniforms and are not authorized to wear the uniforms described below.

Only after these "pledges" have successfully joined their company by passing the Cadet Test and Bear Boards are they considered full fledged members of their assigned company and authorized to wear the cadet uniforms described below.

Generally during the first week of October, new students will attend "Bear Boards." The Boards take place in front of the company student leaders. Each new student stands in front of his/her review board and completes a set of tasks as a means of proving to the student leaders that he/she is ready to assume the responsibility that comes with being a member of a military company. Each student will be notified within the first few weeks of school what tasks the Board will require of him or her. Tasks include as reciting the OMI Creed, names of student leaders, military protocols, names of administrators, and the like. They may be asked to demonstrate marching techniques and a proper salute.

In addition to the Bear Board, cadets will take the first California Cadet Corps rank promotion test from "recruit" to Cadet. Successful completion of this test is a requirement for acceptance into the company.

If a new student "passes" his/her Board and recruit to cadet promotion test, he/she will be officially inducted into the company and receive all the uniforms of an OMI cadet. If a new student does not pass the Board, he/she will be invited back to a future Board. Such "makeup" boards are offered every four weeks on or about October 1, November 1, December 1, and January 5. Cadets who fail to pass their test and board within the first semester are subject to dismissal from OMI.

POLICY #1012:

STANDARDS FOR UNIFORMS AND APPEARANCE

Part One: Philosophy

The OMI uniform standards are intended to further the mission of the Institute, to minimize disruption and promote the health, safety and welfare of all students. Any deviation from the uniform standards is incompatible with the mission of the Institute.

Because OMI is a military academy and standards of personal appearance are integral to the successful operation of any military organization, a cadet's refusal to comply with established grooming and uniform regulations is regarded as an act of defiance. Therefore, all such acts of non-compliance are grounds for suspension and/or expulsion. OMI reserves the right to send home any cadet whose appearance, in the opinion of the school administration, constitutes a blatant disregard for the spirit and/or letter of these appearance/uniform standards. The administration is the final authority in determining whether a cadet's appearance warrants being sent home to correct deficiencies, suspension, or expulsion.

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. Cadets are held accountable for their appearance and conduct both on and off campus when in uniform. OMI cadets represent themselves and the Academy at all times and are expected to do so with pride and integrity.

Part Two: Basic Descriptions

The OMI Corps of Cadets has seven basic uniforms.

Class A Uniform:
The Class A uniform is worn by high school cadets for all formal occasions during the school year, including Pass in Reviews, the Cadet Corps Birthday Ball, and other times as directed. The Class A Uniform as issued includes the Four-Button Coat, dress pants, white short or long-sleeved shirt, black four-in-hand tie or female neck tab, black dress shoes, black dress belt with brass buckle and black garrison cap. Accessories worn include a plain white crewneck T-shirt, black dress socks, and appropriate undergarments. Female cadets may use an authorized plain black purse available for purchase at the student/merit store only.

Class B Uniform:
The Class B uniform is worn by all cadets each Monday, Wednesday, and Friday of the school year (except as directed). The Class B Uniform as issued includes the dress jacket, pants, white or khaki short-sleeved shirt, black dress shoes, black dress belt with brass buckle and black garrison cap. Accessories worn include a plain white crewneck T-shirt, black dress socks, and appropriate undergarments. Female cadets may use an authorized plain black purse available for purchase at the student/merit store only.

Physical Training (PT) Uniform:
The Physical Training (PT) Uniform is worn by all cadets each Tuesday and Thursday (except as directed). The PT uniform as issued includes a windbreaker set with OMI logo (jacket and pants), a tan/sand colored crew neck t-shirt with OMI logo, and a black flexfit cap (with OMI logo). Accessories worn include a pair of black shorts without design or logo, all black athletic shoes without design or logo (with all black shoe laces), crew length all white athletic socks, and appropriate undergarments. Female cadets may use an authorized plain black purse available for purchase at the student/merit store only.

Relaxed Dress Uniform:
A Relaxed Dress uniform is worn by selected cadets approximately three times a year. This uniform is not an item of issue. It includes conservative blue jeans, conservative belt and buckle, the tan/sand PT shirt, all black athletic shoes, white crew length athletic socks, the windbreaker jacket in cold weather, and appropriate undergarments. No headgear is worn with this uniform. Female cadets may use an authorized plain black purse available for purchase at the student/merit store only.

Utility Uniform:
A utility uniform (known as the Class C uniform) is occasionally issued to and worn by cadets for field activities only. This uniform includes a tan BDU shirt and trousers and BDU or other cap as issued. Accessories include black or sand colored boots, crew length athletic socks, a white or tan/sand crew neck t-shirt, and appropriate undergarments.

Candidate Uniform: This uniform is not an item of issue. The candidate uniform is worn by prospective students who have completed all phases of the application process. It is worn during the OMI Summer Encampment. The uniform includes a black long-sleeve cotton sweatshirt without design or logo or hood, black cotton sweatpants with elastic leg openings and waist (without design or logo), white crew neck short sleeve t-shirt without design or logo, and a pair of black shorts without design or logo. All black athletic shoes without design or logo (with all black shoe laces) are also worn. Crew length all-white athletic socks and appropriate undergarments are also worn. A summer camp mesh hat is provided to candidates.

Pledge Uniform: This uniform is not an item of issue. The candidate uniform is worn by prospective students who have completed summer camp but have not yet successfully joined their companies by passing Bear Boards and the Cadet Test. The uniform includes a black long-sleeve cotton sweatshirt without design or logo, black cotton sweatpants with elastic leg openings and waist (without design or logo), and a pair of black shorts without design or logo. All black athletic shoes without design or logo (with all black shoe laces) are also worn. Crew length all-white athletic socks and appropriate undergarments are also worn. A mesh hat is provided to candidates, as is a tan/sand crew neck t-shirt with OMI logo.

Requests for assistance to procure non-issued uniforms can be made to the Commandant. Requests will be kept confidential.

Part Three: Manner of Wear

Uniform regulations apply at all times a cadet is in uniform, whether on campus or off campus, during school time and during non-school time.

Class A Uniform: Cadet Regulation 1-8 governs the proper wear of Cadet Class A Uniforms. The following information is designed to summarize standards for wear outlined in that regulation. Cadets and parents may obtain a copy of the complete regulation by visiting http://cacc.cadet.org and clicking on the "Other Downloads" and "Regulations" links.

- Garrison Cap – the cap is worn centered square on the head one inch above the eyebrows. It fits snugly and comfortably without distortion or gaps. The garrison cap will have no writing or adornments except the cadet's name, **which will be written in special marker at the time of initial issue**. When the cap becomes frayed or torn or there is additional writing on the cap, it must be replaced at cadet/parent expense.
- The white short sleeve shirt is worn clean and pressed and tucked in at all times. All buttons are closed and there are seven sharp vertical military creases (three evenly horizontally spaced on the back, two centered on the front pockets, and one on each sleeve without going through the patch(es). Creases must be made by IRONING and may not be sewn or glued in place. Appropriate rank insignia is worn on the epaulets. When the shirt becomes frayed or torn or buttons are lost, they must be replaced at cadet/parent expense.
- A clean white crew neck short sleeve t-shirt without design or logo or pocket is worn at all times under the white short-sleeve uniform shirt. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. T-shirts shall be worn "right side out." **Cadets wearing these items will be asked to remove them prior to admission to campus**.
- A black four-in hand tie is worn by male cadets. Female cadets may wear the four-in hand tie (issued) or an optional black neck tab.

- A black four-button coat with California Eureka buttons is worn over the white shirt and tie. The coat is worn professionally dry cleaned and pressed with rank insignia and other accouterments as prescribed in CR 1-8. Authorized ribbons and medals are worn as prescribed in CR 1-8. The Class Unit Insignia (CUI) is worn centered 1/8 inch above the top of the right pocket flap, or 1/4 inch above any unit awards.
- The cadet identification badge is worn at all times and is clipped to the center of the right upper lapel.
- A black web belt with brass tip and a highly shined brass buckle are worn in accordance with Cadet Regulation 1-8. Excess length (not more than 4 inches) of web belt will be worn tucked behind the buckle.
- Black poly/rayon blend pants will be worn clean and pressed and are worn on the waist level or above so as not to present a sagging or drooping appearance. The pants must be hemmed on a diagonal line to reach a point one inch above the top of the shoe heel. Trousers will have a slight break of the crease in the front of the pant. Trousers will be worn with a military crease (front and back) from the waist to the hem. When the pants become frayed or torn, they must be replaced at cadet/parent expense.
- Black dress shoes (issued) and black crew length dress socks (completely covering the ankle and lower calf) and appropriate undergarments are worn. For warmth and protection from the elements, cadets may purchase an OMI Black Cold-Weather coat which may be worn over the Four-Button coat. The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. Cadets may also purchase plain black gloves and scarves from the school merit store only. No sweatshirts, pullovers, sweaters, civilian jackets or other OMI jackets are authorized with this uniform. Requests for assistance to procure non-issued uniforms can be made to the Commandant. Requests will be kept confidential.
- Female cadets may purchase a plain black purse from the merit store only for wear with this uniform. The purse must be used as designed and may not have designs, stickers, clips, or other attachments or adornments added. It may not be stuffed so full as to prevent it from closing normally.
- The general wear and appearance standards explained below apply while in this uniform.

Class B Uniform: Cadet Regulation 1-8 governs the proper wear of Cadet Class B Uniforms. The following information is designed to summarize standards for wear outlined in that regulation. Cadets and parents may obtain a copy of the complete regulation by visiting http://cacc.cadet.org and clicking on the "Other Downloads" and "Regulations" links.

- Garrison Cap – the cap is worn centered square on the head one inch above the eyebrows. It fits snugly and comfortably without distortion or gaps. The garrison cap will have no writing or adornments except the cadet's name, **which will be written in special marker at the time of initial issue**. When the cap becomes frayed or torn or there is additional writing on the cap, it must be replaced at cadet/parent expense.

- The white or khaki short sleeve shirt is worn clean and pressed and tucked in at all times. All buttons except the top button are closed and there are seven sharp vertical military creases (three evenly horizontally spaced on the back, two centered on the front pockets, and one on each sleeve without going through the patch(es). Creases must be made by IRONING and may not be sewn or glued in place. Appropriate rank insignia is worn on the epaulets. When the shirt becomes frayed or torn, it must be replaced at cadet/parent expense. The Class Unit Insignia (CUI) is worn centered 1/8 inch above the top of the right pocket flap, or 1/4 inch above any unit awards.
- As directed, middle school cadets may be issued a black four-in-hand tie for wear with the white Class B shirt for special occasions.
- A dress jacket is worn zipped at least ¾ of the way up with the class B shirt collar on the outside of the jacket. The jacket is required for all formations and is optional at other times on campus. When the jacket becomes frayed or torn, it must be replaced at cadet/parent expense. This jacket comes with an optional liner for additional warmth.
- A clean white crew neck short sleeve t-shirt without design or logo or pocket is worn at all times under the white short-sleeve uniform shirt. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. **Cadets wearing these items will be asked to remove them prior to admission to campus**.
- The cadet identification badge is worn at all times and is clipped to the center of the right collar of the shirt.
- A black web belt with brass tip and a highly shined brass buckle are worn in accordance with Cadet Regulation 1-8. Excess length (not more than 4 inches) of web belt will be worn tucked behind the buckle.
- Black poly/rayon blend pants will be worn clean and pressed and are worn on the waist or above so as not to present a sagging or drooping appearance. The pants must be hemmed on a diagonal line to reach a point one inch above the top of the shoe heel. Trousers will have a slight break of the crease in the front of the pant. Trousers will be worn with a military crease (front and back) from the waist to the hem. When the pants become frayed or torn, they must be replaced at cadet/parent expense.
- Black dress shoes (issued) and black crew length dress socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.
- For warmth and protection from the elements, cadets may purchase an OMI Black Cold-Weather coat which may be worn over the dress jacket or Class B shirt. The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. Cadets may also purchase plain black gloves or scarves from the school merit store only. No sweatshirts, pullovers, sweaters, civilian jackets or other OMI jackets are authorized with this uniform.
- Female cadets may purchase a plain black purse from the merit store only for wear with this uniform. The purse must be used as designed and may not have designs, stickers, clips, or other attachments or adornments added. It may not be stuffed so full as to prevent it from closing normally.

- The general wear and appearance standards explained below apply while in this uniform.

PT Uniform: The PT uniform consists of the following.

- The OMI Flex-fit cap with OMI logo is worn squarely on the head, covering the forehead and parallel to the ground. The cap shall be clean at all times. The cap will not have any writing or adornments except the cadet's name, **which will be written in special marker at the time of initial issue**.
- The OMI Windbreaker Jacket is worn zipped at least ¾ of the way up. The jacket shall be clean at all times. When the jacket becomes frayed or torn, it must be replaced at cadet/parent expense.
- The pants are worn on the waist or above so as not to present a sagging or drooping appearance. The pants shall be clean at all times. When the pants become frayed or torn, they must be replaced at cadet/parent expense. Cadets may not wear other garments under their PT pants with the exception of the black shorts described below. In cold weather below 50 degree Fahrenheit, cadets may wear a pair of thermal underwear as long as it does not protrude from the waist or pant leg openings. Cadets may also purchase plain black gloves from the school merit store only. No sweatshirts, pullovers, sweaters, or scarves are authorized with this uniform.
- A clean tan/sand crew neck short sleeve t-shirt with OMI logo is worn under the windbreaker jacket at all times. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. **Cadets wearing these items may be asked to remove them prior to admission to campus**. Cadets may only wear ONE t-shirt at a time.
- On designated College T-shirt Thursdays, cadets may wear an appropriate college t-shirt
- Shorts are NOT an item of issue. However, since all cadets take physical education classes on Tuesdays and Thursdays, they are expected to wear a pair of black athletic shorts. The shorts must be all black without design or logo and must come to within 2 inches of the center of the cadet's knees. Cadets may be required to remove their PT windbreaker pants for physical fitness activities when the weather permits. Cadets refusing to do so will receive a failing grade for the day's PE class. Shorts will be worn at waist level or above and will not present a sagging or drooping appearance. The fabric of shorts will not be a "see-through" material.
- All black athletic shoes without design or logo (with all black shoe laces) and white crew length athletic socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.
- For warmth and protection from the elements, cadets may purchase an OMI Black Cold-Weather coat which may be worn over the PT windbreaker jacket. The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. No sweatshirts, pullovers, sweaters, civilian jackets, or other OMI jackets are authorized with this uniform.
- When a cadet is an active member of an OMI athletic team, when directed by the Athletic Director, s/he may wear their team "jersey" over their tan/sand t-shirt in lieu of their PT windbreaker jacket on days of home or away athletic competition. This allowance is ONLY for the PT uniform. No other athletic uniform items may be worn with the PT uniform.

- Female cadets may purchase a plain black purse from the merit store only for wear with this uniform. The purse must be used as designed and may not have designs, stickers, clips, or other attachments or adornments added. It may not be stuffed so full as to prevent it from closing normally.
- The general wear and appearance standards explained below apply while in this uniform.

Relaxed Dress Uniform: The Relaxed Dress Uniform is worn approximately three times a year as published in the school calendar. It consists of

- Conservative Blue Jeans worn above the hip. Jeans must not be oversized or excessively tight. They may not have extensive colors, designs or images/graphics.
- All jeans will be secured with a conservative, dark colored belt such as blue, black, or brown without design.
- OMI-issued sand/tan colored t-shirt, worn tucked into the jeans.
- The same black athletic shoes worn with the PT uniform
- White athletic socks (the same as worn with the PT uniform)
- No hat is required.
- No jewelry is authorized.
- Female cadets may purchase a plain black purse from the merit store only for wear with this uniform. The purse must be used as designed and may not have designs, stickers, clips, or other attachments or adornments added. It may not be stuffed so full as to prevent it from closing normally.
- The general wear and appearance standards explained below apply while in this uniform.

Utility Uniform: Cadet Regulation 1-8 governs the proper wear of Cadet Class C (Utility) Uniforms. The following information is designed to summarize standards for wear outlined in that regulation. Cadets and parents may obtain a copy of the complete regulation by visiting http://cacc.cadet.org and clicking on the "Other Downloads" and "Regulations" links.

- Patrol Cap – the patrol cap is worn as designed centered square on the head covering the forehead parallel to the ground. It fits snugly and comfortably without distortion or gaps. The patrol cap will have no writing or adornments.
- The BDU shirt is worn clean and pressed with the shirt untucked. All buttons except the top button are closed and there are no creases in this uniform. Appropriate rank insignia is worn on the collar.
- BDU pants are worn with the pant legs bloused or tucked into the boots as directed.
- A clean white crew neck short sleeve t-shirt without design or logo or pocket is worn at all times under the BDU shirt. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited.
- The cadet identification badge is worn at all times and is clipped to the center of the right collar of the shirt.

- A black web belt with brass tip and a highly shined brass buckle are worn in accordance with Cadet Regulation 1-8. Excess length (not more than 4 inches) of web belt will be worn tucked behind the buckle.

- Black or tan boots (not an item of issue) and crew length athletic socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.
- For warmth and protection from the elements, cadets may purchase an OMI Black Cold-Weather coat which may be worn over the Class C shirt. Black gloves and scarves may be purchased from the merit store and worn with this uniform, The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. No sweatshirts, pullovers, windbreakers, civilian jackets, other OMI jackets, or sweaters are authorized with this uniform.
- The general wear and appearance standards explained below apply while in this uniform.

Candidate Uniform: The candidate uniform consists of the following.

- The OMI Summer Camp cap with OMI logo is worn squarely on the head, covering the forehead and parallel to the ground. The cap shall be clean at all times. The cap will not have any writing or adornments except the candidate's name, **which will be written in special marker at the time of initial issue**.
- A black crew neck cotton sweatshirt without design or logo or hood. This is worn as designed (for example, not inside out, or with sleeves rolled up). When the sweatshirt becomes frayed or torn it must be replaced at candidate/parent expense.
- The black sweatpants are worn on the waist or above so as not to present a sagging or drooping appearance. The sweatpants shall be clean at all times. When the pants become frayed or torn, they must be replaced at candidate/parent expense. Candidates may not wear other garments under their candidate pants with the exception of the black shorts described below. In cold weather below 50 degree Fahrenheit, candidates may wear a pair of thermal underwear as long as it does not protrude from the waist or pant leg openings. Pullovers, sweaters, civilian jackets, or other OMI jackets, are authorized with this uniform.
- A clean white crew neck short sleeve t-shirt without design or logo is worn under the black sweatshirt at all times. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. **Candidates wearing these items will be asked to remove them prior to admission to campus**. Candidates may only wear ONE t-shirt at a time.
- The shorts must be all black without design or logo and must come to within 2 inches of the center of the candidate's knees. Candidates may be required to remove their sweatpants for physical fitness activities when the weather permits. Shorts will be worn at waist level or above and will not present a sagging or drooping appearance. The fabric of shorts will not be a "see-through" material.
- All black athletic shoes without design or logo (with all black shoe laces) and white crew length athletic socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.

- No pullovers, sweaters, or scarves are authorized with this uniform.
- The general wear and appearance standards explained below apply while in this uniform.

Pledge Uniform: The Pledge uniform consists of the following.

- The OMI Summer Camp cap with OMI logo is worn squarely on the head, covering the forehead and parallel to the ground. The cap shall be clean at all times. The cap will not have any writing or adornments except the pledge's name, **which will be written in special marker at the time of initial issue**.
- The black crew neck cotton sweatshirt worn as designed (for example, not inside out, or with sleeves rolled up). When the sweatshirt becomes frayed or torn, it must be replaced at pledge/parent expense.
- The sweatpants are worn on the waist or above so as not to present a sagging or drooping appearance. The sweatpants shall be clean at all times. When the pants become frayed or torn, they must be replaced at pledge/parent expense. Pledges may not wear other garments under their sweatpants with the exception of the black shorts described below. In cold weather below 50 degree Fahrenheit, pledges may wear a pair of thermal underwear as long as it does not protrude from the waist or pant leg openings. Pledges may also purchase plain black gloves or scarves from the school merit store only. No sweatshirts, pullovers, sweaters, civilian jackets, or other OMI jackets are authorized with this uniform.
- A clean tan/sand crew neck short sleeve t-shirt with OMI logo is worn under the black sweatshirt at all times. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. **Pledges wearing these items will be asked to remove them prior to admission to campus**. Pledges may only wear ONE t-shirt at a time.
- Shorts are NOT an item of issue. However, since all pledges take physical education classes on Tuesdays and Thursdays, they are expected to wear a pair of black athletic shorts. The shorts must be all black without design or logo and must come to within 2 inches of the center of the cadet's knees. Pledges may be required to remove their sweatpants for physical fitness activities when the weather permits. Pledges refusing to do so will receive a failing grade for the day's PE class. Shorts will be worn at waist level or above and will not present a sagging or drooping appearance. The fabric of shorts will not be a "see-through" material.
- All black athletic shoes without design or logo (with all black shoe laces) and white crew length athletic socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.
- For warmth and protection from the elements, pledges may purchase an OMI Black Cold-Weather coat which may be worn over the PT windbreaker jacket. The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. No sweatshirts, pullovers, sweaters, civilian jackets, or other OMI jackets are authorized with this uniform.
- The general wear and appearance standards explained below apply while in this uniform.

Part Four: General Wear and Appearance Policies and Standards

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

Jewelry: Both female and male cadets are not allowed to wear any jewelry in their ears while in uniform. No other body pierced items are authorized (e.g., nose/lip rings, tongue rings, eyebrow ring, etc.).Rings, necklaces, rosary beads, or bracelets are not authorized. A discrete religious medallion on a chain may be worn under t-shirts such that it is not visible. **Official OMI Senior class rings, bracelets, or necklaces are the exception.** An inexpensive watch that is black or neutral in color (less than $15) may be worn with all uniforms. In lieu of jewelry, transparent "spacers" may be worn for a period not to exceed two weeks if a cadet gets a piercing during the school year. No "gauges" may be worn at any time. No bandages or band-aids or other "disguises" may be worn to hide piercings or jewelry.

Eyewear: Prescription eyewear is authorized with all uniforms. Sunglasses or non-prescription eyewear is not authorized at any time in uniform on campus.

General Hair Style Policies: The requirement for hair grooming standards is necessary to maintain uniformity. Many hairstyles are acceptable as long as they are neat and conservative. Hairstyles that do not allow cadets to wear the headgear properly are prohibited.

Extreme, eccentric, or trendy haircuts or hairstyles are not authorized. Dyes, tints, or bleaches are strongly discouraged but if used, they must choose those that result in natural hair colors and look like human hair. **Colors that detract from a military appearance are prohibited.** Applied hair colors that are prohibited include, but are not limited to, purple, pink, blue, green, orange, bright (fire-engine) red, and fluorescent or neon colors. Hair gels or sprays may not be used to spike or otherwise shape the hair in an extreme fashion, including making the hair stand straight up, mohawks, faux-hawks, patches, etc. **Cadets will not cut designs or parts into their hair, eyebrows, or scalp.**

Male Hairstyles: Male cadets should receive regular haircuts while attending OMI in order to remain in compliance. The hair on the top of the head must be neatly groomed and will not exceed two inches in length. The bulk of the hair may not be excessive or will be such that it does not present a ragged, unkempt, or extreme appearance. The hair must present a tapered appearance (where outline of the hair conforms to the shape of the head. When the hair is combed, it will not fall over the ears and eyebrows or touch the collar except for the closely cut hair on the back of the neck. In all cases, the bulk of the hair will not interfere with the normal wear of headgear. Males are not authorized to wear braids, cornrows, or dreadlocks. Hair that is clipped closely or shaved to the scalp is permitted

Facial hair: Males who wear sideburns will keep them neatly trimmed. Sideburns, if worn, will not extend below the lowest part of the exterior ear opening or be flared. The base of the sideburn will be a clean-shaven, horizontal line.. Neatly trimmed mustaches are authorized, but clean-shaven faces are preferred. Mustaches will not present a chopped or bushy appearance, and no portion of the mustache will cover the upper lip line or extend sideways beyond a vertical line drawn upward from the corners of the mouth. **No beards or goatees are permitted.**

Females: Female cadets will ensure their hair is neatly groomed, that the length and bulk of the hair are not excessive, and that the hair does not present a ragged, unkempt, or extreme appearance. Trendy styles that result in shaved portions of the scalp other than the neckline or designs cut into the scalp are prohibited. Female cadets may wear braids and cornrows as long as the braided style is conservative, the braids and cornrows lie snugly on the head, and any hair-holding devices comply with the standard described below. Dreadlocks are prohibited.

The hair will be pulled away from the face and gathered into a bun or braid at the back of the head and not fall over the ears and eyebrows or extend below the bottom edge of the collar at any time during normal activity. **No bangs are allowed**. Long hair will be neatly and inconspicuously fastened or pinned so no free-hanging hair is visible. This includes styles worn with the physical fitness uniform. Styles that are lopsided or distinctly unbalanced are prohibited. Ponytails, pigtails, or braids that are not secured to the head (allowing hair to hang freely), widely spaced individual hanging locks, and other extreme styles that protrude from the head are prohibited.

Extensions, weaves, wigs, and hairpieces are authorized; however, these additions must have the same general appearance as the individual's natural hair. Additionally, any wigs, extensions, hairpieces, or weaves must comply with the grooming policies as described.

Hair holding devices are authorized only for the purpose of securing the hair. Cadets will not place hair-holding devices in the hair for decorative purposes. All hair-holding devices must be plain and of a color as close to the cadet's hair as possible or black. Authorized devices include, but are not limited to small, plain scrunchies, barrettes, combs, pins, and clips. Devices that are conspicuous, excessive, or decorative are prohibited. Some examples of **prohibited** devices include, but are not limited to, rubber bands, headbands (rubber, fabric or plastic), large, lacy scrunchies; beads, bows or claw clips; devices with butterflies, flowers, sparkles, gems, or scalloped edges; and bows made from hairpieces.

Cosmetics: As with hairstyles, the requirement for standards regarding cosmetics is necessary to maintain uniformity and to avoid an extreme appearance. Male cadets are prohibited from wearing cosmetics, to include nail polish. Female cadets are authorized to wear cosmetics with the uniform, provided they are applied conservatively and in good taste and complement the uniform and their complexion. Lotion with glitter, temporary or permanent tattoos, stickers, or designs on the body are prohibited. Female cadets will not wear shades of lipstick and nail polish that distinctly contrast with their complexion, that detract from the uniform, or that are extreme. Some examples of extreme colors include, but are not limited to, purple, gold, blue, black, white, bright (fire-engine) red, khaki, camouflage colors, and fluorescent colors. Cadets will not apply designs to nails or apply two-tone or multi-tone colors to nails. All cadets will keep fingernails clean and neatly trimmed. Male cadets will keep nails trimmed so as not to extend beyond the fingertip. Female cadets will NOT exceed a nail length of ¼ inch as measured from the tip of the finger.

Tattoos: Cadets may not have permanent tattoos that are visible 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 electronic 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 ear "buds" 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.

Red Beret: Cadets who have earned the red beret for successfully completing a survival training program, are authorized to wear the beret with any of the above uniforms.

Gang Attire: Generally, 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.
- Rosary beads.
- 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. Cadets who require more storage may carry a second backpack or tote bag that is a single color black bag without design or logo. OMI sanctioned buttons may be worn on the backpack.
Umbrellas and Ponchos: Cadets may not use umbrellas or ponchos on campus. Instead, they are allowed to wear the heavy duty outerwear jacket with hood. If cadets bring an umbrella on campus, they should store it in their company classrooms until the end of the school day.

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

Athletic Letters: Cadets who have earned a varsity OMI athletic letter may wear that letter on their black dress jacket sewn centered on the right chest. OMI will provide free sewing service for attaching these letters.

Class Year Tabs: Cadets who have entered their junior year and who have been awarded a Class Year Tab by OMI may wear their Class Year Tab on their black dress jacket sewn centered on the right shoulder sleeve one inch from the shoulder seam. OMI will provide free sewing service for attaching these class year tabs.

Non-uniform items of clothing are not authorized at any time on campus or with any of the above uniforms.

POLICY #1013A:

PHILOSOPHY OF THE CITIZENSHIP PROGRAM

The Oakland Military Institute College Preparatory Academy believes that each young person wants to succeed and achieve to the greatest extent possible. Our mission is to train cadets to be LEADERS OF CHARACTER, COMPETENCE, and PRESENCE.

- **Character** can be complex to define, but for our purposes, character is HOW cadets live out their core values. How cadets treat themselves and others and live in the ever-changing and very demanding adult world.
- **Competence** is the ability to do your job well. While in school, a cadet's primary job is to do well in classes, but another important job is to do well in assigned leadership roles as cadet squad leaders, platoon-level leaders, company-level leaders, or battalion-level leaders.
- **Presence** is the way an individual looks, acts, dresses, walks, and talks. Leaders of presence are immediately recognized as people others want to follow for all of the right reasons.

All of these three leadership characteristics embody our definition of a cadet with good citizenship.

We also believe that all persons, from time to time, make poor choices and must face consequences for those choices. It is our belief in the inherent goodness of people coupled with our awareness of the human condition that prompts us to provide a citizenship program which rewards positive choices and actions and which provides clear, fair, consistent, and appropriate consequences for poor choices and actions. It is critical that cadets develop skills of self-discipline so that upon graduation from OMI, the character traits they have been taught at OMI can become lived reality in the adult world.

In human psychology, the theory of Behaviorism is present when a system of rewards and punishments is meted out to learners. The theories of Cognitive Psychology say that learners learn best by observing positive modeling by peers and caring adults. The theory of Socio-cultural development says that learning is best accomplished by humans having meaningful interaction with peers and more knowledgeable adults who can shape a less-experienced learner's behavior by both modeling and counseling. The OMI Citizenship Program takes each of these theories and integrates them into a unified effort with four goals:

Goal 1: Cadets will experience positive modeling and counseling from peers, senior ranking cadets, and adult mentors.
Goal 2: Cadets receive rewards for positive choices that benefit the individual and the larger school community.
Goal 3: Cadets receive fair, consistent and appropriate consequences for poor choices.
Goal 4: Cadets receive intensive, non-judgmental support to understand the value of self-discipline and to make necessary changes in behavior that result in success at school and in life.

POLICY #1013B:

THE MERIT AND DEMERIT SYSTEM

Cadets are at a critical developmental stage in which they require encouragement, support, motivation, nurturing, inspiration, and occasional behavior modification. Merits are reward points that acknowledge effort, enthusiasm, hard work, and contribution to the school community. Conversely, demerits are negative consequence points that are assigned to cadets for inappropriate behavior and poor choices.

Merits

Merit points are awarded when cadets make positive choices and help further the mission and goals of the Academy. Merit points are not necessarily awarded for every good deed a cadet does. Merits should not necessarily be awarded because a cadet says to an adult, "May I do something for you for merit points?" Instead, when an adult observes a cadet doing something positive and would like to recognize that behavior, the adult may choose to award merit points. Only adult staff members of the Academy may award merit points. **Both halves of the merit form must be turned into a cadet's assigned TAC Support NCO within one week of issue for processing.** Merit points are awarded using the following guidelines. Note in brackets after each category the adult(s) who is/are authorized to award merit points for that category.

Earning Merit Points

- One merit point may be awarded for each 15 minutes of service to the school OUTSIDE of class time (or major fraction thereof). [Any adult staff member may award.]
- One merit point (per cadet per day) may be awarded by classroom teachers for notable achievements in classroom work, such as perfect or high scores on assignments, insightful comments or questions in class discussions, obvious diligence in completing assignments or complying with classroom expectations, or for exceptional work on a class activity or assignment. [Any classroom teacher or instructional aide]
- One merit point may be awarded for participating in school spirit activities such as attending an OMI interscholastic athletic event to cheer on school-mates. [Athletic Director or his designee]
- One merit point may be awarded each time a cadet gets the Parent Bulletin entry signed in the planner. [TAC Teams will check this approximately once per quarter.]
- One merit point may be awarded for cadets who return requested documents or forms requiring parent signatures to the school office, counseling office, Director of Instruction, Superintendent's Office, or Commandant's Office within 24 hours of the form/document being given to the cadet. [Adult requesting the document/form]
- One merit point may be awarded each time a cadet participates in any club meeting. [Club moderator]
- One merit point may be awarded each time a cadet participates in Cadet Activity Board (CAB) activities. [CAB Advisors]

- One merit point may be awarded for each one dollar's worth of fund-raising profit a cadet contributes to CAB fund-raising activities. [CAB Advisors].
- One merit point may be awarded for each canned food or toiletry item brought during a community service drive. One merit point per dollar's worth of toys may be awarded for each toy brought during the Christmas Toy Drive. [TAC Team}
- Five merit points may be awarded to cadets who exhibit exceptionally courteous behavior with OMI campus guests [Superintendent or Commandant]
- Ten merits may be awarded to each cadet on their birthday when they are present at morning formation. [Commandant]
- Up to 25 merit points may be awarded each time a cadets' parent/guardian participates in an OMI parent meeting, parent education program, or similar event. [Superintendent or designee]
- 25 merit points may be awarded by a teacher when a student scores in bands 3 or 4 on a standardized benchmark exam.
- Fifty merits points may be awarded each athletic season to cadets who complete an entire season as a member of an interscholastic sports team. [Athletic Director]
- Up to fifty merit points may be awarded per semester for cadets who act as Peer Mentors or Counselors [Peer Mentor Sponsor]
- Up to fifty merit points may be awarded per semester for cadets who act as Admissions Ambassadors [Admissions Director]
- Up to ten merit points may be awarded at the end of each month (September through May) for exceptional performance in a cadet leadership role (squad leader, platoon, company, or battalion level leader or staff member). [TAC Officers/NCOs]
- Up to one hundred merit points may be awarded each academic quarter to any cadet based upon the GPA for that quarter/semester, provided the cadet does not have any failing grade(s) during that quarter according to the following:
    - 2.0-2.5 GPA = 10 merits
    - 2.51-2.99 = 20 merits
    - 3.0-3.49 = 30 merits
    - 3.50-3.99 = 50 merits
    - 4.00 or higher = 100 merits

[Director of Instruction or designee]

- 100 merits may be awarded for each OMI STAR Test on which the cadet earns a score of PROFICIENT or higher.
- 100 merits may be awarded for each OMI STAR Test on which the cadet went up a proficiency level (only on Math or English).
- 100 merits may be awarded to Cadets of the Month (cadets may only be Cadets of the month once per year) (Commandant)

School administrators may award merit points for activities not explicitly listed in the foregoing section. If any staff member wishes to award in excess of five merits for a single cadet on a single occasion, they must have prior approval from an administrator.

Use of Merits

Merits can be used for three major purposes.

1. Cadets may opt to "reconcile" active demerits (see definition of active demerits in the next section) with merit points which allows a cadet to waive the commensurate amount of "detention" time. In these circumstances, the corresponding number of merits is "erased" from the cadet's total merit points. To accomplish this process, cadets must contact their Company Support NCO BEFORE scheduled detention time.
2. Cadets may use merit points to make certain purchases at the Cadet Exchange. Items that can be purchased with merit points are clearly marked. In these circumstances, the corresponding number of merits is also "erased" from the cadet's total merit points. A Cadet Exchange "Merit Purchase Record" will be completed by the Cadet Exchange Director and forwarded to the cadet's company TAC team.
3. Beginning May 1 of each academic year, cadets may purchase special privileges with their remaining merit points. The school administration will announce privileges which can be purchased with merit points and their corresponding "cost."

On May 1 of each year, cadets who have accumulated 1000 or more "unspent" merits are eligible for the ESSAYONS Ribbon. The cadet with the most "unspent" merits in the school is awarded the Bradford Jones Citizenship Plaque.

Merits are NOT transferable to other cadets, nor are they transferable to subsequent school years.

Demerits

Demerits may only be assigned by adult staff members of the school. Demerits are earned when cadets make poor choices while on school grounds, going to or from school, during lunch period (on or off campus), or during a school sponsored activity, or while going to or from, a school-sponsored activity. There are two categories of demerits: ACTIVE demerits and RECONCILED demerits.

Active demerits are those demerits for which a cadet has not served detention or for which the cadet has not used merit points.

Reconciled demerits are those accumulated in an academic year that have been reconciled with detention, but which remain on a cadet's citizenship record for that academic year.

Accumulated demerits, both reconciled and active, are considered part of a cadet's total demerit count for an academic year. Demerits of one, two, three, and four points are erased from a cadet's accumulated total when they reconcile those demerits with merits (four merits reconcile one demerit) or by serving detention as assigned. Demerits of five and ten points remain on that cadet's citizenship record for the year and are considered in determining whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to dismissal. Any violation deemed serious, may lead to an immediate recommendation for suspension or expulsion.

The cadet's total number of accumulated demerits earned in that school year is the determining factor in whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to dismissal.

Demerits must be turned into the demerit collection box within one school day of being issued for processing. A cadet will be informed when he/she is being given a demerit, for what reason, and the cadet will have the opportunity to tell the staff member his/her version of events prior to the issuance of the demerit. Staff members must give the cadet their portion of the demerit immediately upon the infraction, but in no case shall this occur more than one school day after the infraction. The exception to this occurs when teachers submit class lists of cadets who have earned demerits (for example, no homework or class misconduct). In the case where a teacher is assigning demerits on a class list, the teacher has the responsibility to verbally notify the cadet of the demerits issued. Cadets can and should assume that if they have failed to complete a homework assignment, a demerit will automatically be issued.

Demerits are also automatically issued for each tardy. Cadets do NOT receive a pink demerit slip for ANY tardies to class or to formation.

Demerit Printouts – Approximately once a month as noted in the school calendar, cadets receive a printout of their accumulated demerits. It is the responsibility of cadets to take this printout home and the responsibility of parents to ask cadets for the printout on the days indicated in the school calendar and/or Parent Bulletin.

Demerit Appeals – If a cadet believes s/he was given a demerit unjustly or in error, s/he must complete a Demerit Appeal Form in its entirety and turn it in by HAND CARRYING the form to the Director of Student Affairs by the end of the school day (generally Thursday) that the demerits appear on the detention list. No late appeals will be accepted. The Demerit Appeal Form requires cadets to state the reason(s) they believe the demerit should be removed and to certify that they have discussed the demerit with the adult who initially issued it and unsuccessfully appealed the demerit to the issuing adult. Copies of Demerit Appeal Forms are maintained in each LOC classroom. The Demerit Appeal Form will be reviewed by the Director of Student Affairs, who may meet with or gather more information from the cadet and the adult who issued the demerit, and the results of the appeal will be communicated on the posted detention list. The Support NCO will receive and file the Demerit Appeal Form in the cadet's company citizenship file.

1 point demerits – minor infractions

1. failure to return a requested document by the deadline, including absence excuse from parent
2. tardy to class or formation (A cadet is tardy to class if they are not standing in their assigned place in line ready to enter the classroom by the ringing of the first tone of the tardy bell. A cadet is tardy to formation if they are not standing in their assigned place in formation by the ringing of the first tone of the tardy bell)
3. talking in class or formation without permission
4. minor uniform/appearance violations or violation of relaxed dress policies (cadets may lose relaxed dress privileges for the remainder of the school year at the discretion of the Dean of Students)
5. general class misconduct (receiving 3 or more warnings in middle school classrooms)
6. littering or leaving an eating area in disorder
7. sleeping in class
8. failure to follow directions
9. lack of preparation for class (materials, missing homework, etc)
10. out of class w/o a completely filled out hall pass
11. textbook not covered
12. chewing gum at any time on campus or at a school event (this includes chewing objects, or giving the appearance of chewing gum or other objects)
13. eating food/candy in formation or a school building without permission
14. abandonment of property OR failure to check company message bulletin board
15. spitting (in a place other than a garbage can)
16. inattention in class
17. failure to show military courtesy
18. minor violation of rules/policies in the Cadet/Parent handbook
19. possession /use of a cell phone, or other electronic device (the device is subject to confiscation and will be returned only to a parent/guardian)
20. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

2-4 point demerits at discretion of the Director of Student Affairs – Moderately serious offenses

21. inappropriate language or obscene gestures – 2 pts
22. inappropriate language or obscene gestures – 3 pts
23. inappropriate language or obscene gestures – 4 pts
24. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 2 pts
25. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 3 pts
26. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 4 pts
27. withholding the truth – 2 pts
28. withholding the truth – 3 pts
29. withholding the truth – 4 pts
30. neglect of duty –2 pts
31. neglect of duty – 3 pts
32. selling items for personal profit on campus without permission – 4 pts
33. copying another person's homework or in-class assignment other than a quiz or test – 2 pts
34. copying another person's homework or in-class assignment other than a quiz or test – 3 pts
35. copying another person's homework or in-class assignment other than a quiz or test – 4 pts
36. improper care of school property – 2 pts
37. improper care of school property – 3 pts
38. improper care of school property – 4 pts
39. out of bounds – 2 pts
40. disrespect to a guest teacher – 4 pts
41. failure to attend academic support – 4 pts
42. extreme uniform violation (including defacing any OMI headgear) – 2 pts
43. extreme uniform violation – 3 pts
44. extreme uniform violation, including improper wear of uniform off campus – 4 pts
45. horseplay, including not keeping hands to oneself – 2 pts
46. horseplay, including not keeping hands to oneself – 3 pts
47. horseplay, including not keeping hands to oneself – 4 pts
48. public displays of affection – 2 pts
49. public displays of affection – 3 pts
50. public displays of affection – 4 pts
51. failure/refusal to render appropriate honors to the nation – 2 pts
52. failure/refusal to render appropriate honors to the nation – 3 pts
53. failure/refusal to render appropriate honors to the nation – 4 pts
54. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 2 pts
55. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 3 pts
56. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 4 pts
57. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above (other demerit of 2 pts)
58. other demerit of 3 pts

59. other demerit of 4 pts

5 point demerits – serious offenses, most of which could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

60. lying
61. cheating on quizzes or tests
62. plagiarism
63. significant classroom disruption after repeated warnings
64. willful disobedience or defiance
65. ditching – not being in assigned classroom but being somewhere else on campus
66. violation of the Computer Network Use Agreement or recording activities on campus without administrative approval
67. minor physical altercation and/or minor act of aggression
68. forgery (first offense)
69. disobedience during a fire drill or other emergency drill
70. gambling
71. possession of permanent marker/spray paint
72. play fighting, including water fights and food fights
73. cheering on a fight
74. being a witness to an act of bullying, harassment, or other serious misconduct and not reporting it to an adult
75. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

10 point demerits – very serious offenses, any of which could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

76. theft, robbery, or extortion or possession of stolen articles (or attempted theft or robbery) including possession of a garrison or flex-fit cap with a name lined out or using another person's identification card to purchase items from Café OMI.
77. destruction of school or private property, graffiti/tagging
78. truancy – off campus without permission
79. fighting
80. forgery (second and subsequent offenses)
81. tampering with the school's attendance/grading system or merit/demerit system
82. possession, selling, or otherwise providing any weapon or imitation weapon including laser pens
83. unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substances, including prescribed medication
84. delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items
85. unlawfully possessing, offering, arranging for, or negotiating to sell any drug items
86. possessing, providing, or using tobacco or any item containing tobacco or nicotine products
87. arson

88. obscenity, including possession or viewing of pornography, vulgar language, behaviors, or gestures
89. extreme disruption or defiance (includes recording of inappropriate campus activities for the purpose posting to the internet)
90. sexual harassment, harassment or hazing
91. hate crimes
92. assault/battery
93. gang activity
94. fraternization (inappropriate relationship between an upperclass cadet and a lower class cadet)
95. cheating on semester exam or exam of similar importance
96. false fire alarm or tampering with school safety/security system, including fire extinguishers
97. destruction of, tampering with, or stealing a teacher's grade book or a teacher's personal property
98. bullying, threats, or intimidation of others
99. making terrorist threats against school officials or property or both
100. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

DETENTION

Cadets earn 30 minutes of detention for each demerit. Detentions are held Saturdays as indicated in the planner. Parents and cadets will receive a Detention Notice in the form of a special "DETENTION ASSIGNED" STAMP in the cadet's planner not later than Thursday before the assigned detention. Detention lists will be posted on company bulletin boards by Thursday morning formation. Posted lists contain student ID numbers but not student names. Students are expected to know their student number so they can properly identify whether they have earned detention. Cadets must check these lists sometime during the day Thursday. If a cadet wishes to appeal demerits based on the posted detention roster, such appeals are due by close of business Thursday (the day the detention was posted) to the Director of Student Affairs. Appeals will be processed Friday and the detention lists annotated with the results of the appeal.

Serving a detention "erases" one, two, three, and four point demerits. Five and ten point demerits require detention but those demerits remain on a cadet's cumulative demerit total.

Detention sessions last up to 5 hours which means a cadet can reconcile up to 10 demerits in a single detention session. Cadets who accumulate more than 10 demerits in a single week will only be able to remove up to 10 demerits, and may only "remove" demerits with point values of four or less. Failure to attend an assigned detention results in the point value for those demerits being permanently added to the cadet's accumulated total.

Cadets who wish to reconcile demerits with merit points must make contact with the Company Support NCO prior to the end of school on Thursday. **NOTE: 5 and 10-point demerits cannot be reconciled with merit points – these demerits must be served in a detention session.**

Detentions are conducted in Battalion Hall and begin promptly at 7:00 a.m. and run until 12:00 noon. Cadets tardy to detention receive no credit for the time they are late (and one demerit is permanently added to the cadet's cumulative total). Cadets more than 30 minutes late to detention will not be admitted to the detention session and all demerits will be added to the cadet's cumulative total.

Generally, detention consists of cadets being required to sit in silence for the duration of the detention period. No talking, sleeping, eating, or drinking is allowed. Cadets are expected to bring a silent reading book for detention. Failure to follow directions during detention results in detention time being negated and the permanent addition of those un-reconciled demerits to the cadet's demerit total.

All cadets must wear their correct/complete PT uniform to detention. Failure to do so results in additional demerits or denial of admission to the detention session (which results in the permanent addition of un-reconciled demerits to the cadet's demerit total).

Detentions assigned Thursday must be completed that same Saturday. Parents who have a valid reason a cadet may not attend assigned detention must submit a note detailing the reason to the Director of Student Affairs. Such notes are due by the end of formation the Friday before Saturday detention. Cadets are allowed only one excuse from Saturday detention each Quarter. When an excuse is approved by the Director of Student Affairs, cadets must serve detention the following Saturday; however, students and parents should note than a maximum of 10 demerits may be reconciled in a single Saturday and any demerits received in excess of 10 are automatically added to a cadet's permanent cumulative total. For example, a cadet is assigned detention for 7 demerits on Saturday, January 5 and her parents submit a note on January 4 to the Director of Student Affairs asking that she be excused from detention the next day. She may serve the detention the following Saturday if she has not requested such an exception at any other time in the quarter; however, if she accumulates more than 3 demerits in the following week, any demerits in excess of the total 10 would become permanent parts of her cumulative total.

ACTIONS LEADING TO DISCIPLINARY PROBATION

Each 5 or 10 point demerit earned results in a phone c all home from the cadet's TAC Team. In cases where a TAC Team is unable to reach a parent, a written copy of the infraction will be mailed to the cadet's home address of record.

When a cadet accumulates 5 demerit points in an academic year, a parent/TAC Team teleconference will be attempted to discuss the cadet's citizenship record. If no successful teleconference can be held, the TAC Team will mail a letter to the address on file explaining the attempt made to conduct that conference telephonically. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 10 demerit points in an academic year, another parent/TAC Team teleconference will be attempted to discuss the cadet's citizenship record. If no successful teleconference can be held, the TAC Team will mail a letter to the address on file explaining the attempt made to conduct that conference telephonically. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 15 demerit points in an academic year, another parent/TAC Team teleconference will be attempted to discuss the cadet's citizenship record. If no successful teleconference can be held, the TAC Team will mail a letter to the address on file explaining the attempt made to conduct that conference telephonically. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 20 demerit points in an academic year, the cadet will appear before a Cadet Citizenship Council the Company First Sergeants and Battalion Sergeant Major and elected cadets from each company. This Council will provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences. A copy of the written Disciplinary Probation plan will also be sent home to be signed by the parent.

Consequences from which the Cadet Citizenship Council will select for disciplinary probation and strict disciplinary probation include, but are not limited to the requirement that cadets

1. complete school service or additional duties (café OMI duty, flag details, campus clean up, etc) (such service does not qualify for awards or decorations.)
2. be restricted from participating in extra-curricular activities or trips. If a cadet has already paid for such activities, refunds will only be granted at the discretion of the Commandant. Such payments are also not transferable to another cadet.
3. be restricted from participation in CAB activities, including dances.
4. be restricted by coaches or sponsors from trying out for interscholastic sports teams, drama productions, or other activities in which s/he represents the school.
5. have a daily and/or weekly progress check form.
6. attend a weekly counseling session with a member of the TAC team.
7. participate in peer mentoring/counseling sessions as directed.
8. be demoted in rank
9. be removed from leadership positions they currently hold.
10. complete an anger management, conflict mediation, drug or alcohol intervention or similar program

Such probationary terms may be enacted for a period ranging from one quarter to the remainder of the school year.

After the probationary period is completed, a cadet regains the privileges lost but is subject to Strict Disciplinary Probation if s/he accumulates additional demerits.

APPROACHING STRICT DISCIPLINARY PROBATION

When a cadet accumulates 25 or more demerit points in an academic year, the TAC Team holds a parent conference. During this conference, the parent will be reminded of the implications of dismissal and the action plan to avoid further demerits. During this and all conferences and hearings, the cadet will have the opportunity to respond to demerits received.

STRICT DISCIPLINARY PROBATION

When a cadet accumulates 30 demerit points in an academic year, the cadet will appear before a Cadet Citizenship Council the Company First Sergeants and Battalion Sergeant Major and elected cadets from each company. This Council will provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences. A copy of a written Strict Disciplinary Probation plan will also be sent home to be signed by the parent. Consequences from which the Cadet Citizenship Council will select include those noted above.

APPROACHING DISMISSAL CONFERENCE

A cadet who accumulates 35 or more demerits in a school year will have a preliminary discipline board hearing to explain the implications of reaching 40 demerits. The hearing will be conducted by the Commandant or the Commandant's designee. Cadet non-commissioned officers and cadet commissioned officers are subject to demotion and/or removal from leadership positions if they accumulate more than 35 demerits.

NOTE: During all conferences and hearings the cadet will have the opportunity to respond to demerits received.

CADETS WHO ENTER OMI AT TIMES OTHER THAN THE FIRST DAY OF SCHOOL

The Commandant may determine that a cadet who enrolls in OMI at a time other than the beginning of the academic year is subject to dismissal at a point proportional to their date of enrollment. In other words, if a cadet enrolls at the end of the first semester, the cadet would be subject to dismissal at 20 demerits. Generally, OMI does not accept cadets after the start of the academic year; however, should such an enrollment occur, the cadet and parent will be notified in writing of the proportional number of allowable demerits at the time of enrollment.

POLICY #1014:

DISMISSAL AND THE DISCIPLINE BOARD

A cadet who accumulates 40 or more demerits in a school year is subject to immediate recommendation for dismissal. In such cases, a Discipline Board Hearing will be held at which no less than 3 certificated members of the OMI staff shall consider whether to recommend expulsion or, whether an alternative to an expulsion is appropriate. The Discipline Board can recommend continued enrollment at OMI with special provisions such as an extension of Strict Disciplinary Probation, an allowance for a cadet to finish a grading period prior to dismissal, loss of special activities such as prom, 8th grade graduation ceremony, etc., and/or an allowance for additional demerits prior to another Discipline Board hearing. The Discipline Board may also require a cadet to complete school service to receive decrements of demerits or may require attendance at special workshops or counseling sessions.

Cadets who entered OMI at a time other than the start of the academic year may be subject to a Discipline Board hearing at less than 40 demerits as determined upon initial enrollment.
Special Considerations for Seniors: In the case of seniors, the Discipline Board is required to seriously consider alternatives to expulsion. Such alternatives can include revocation of senior privileges such as first in the lunch line, etc. It can also include loss of participation in special events such as senior swim night, prom, grad night, and the senior reception and graduation ceremonies.

POLICY #1015:

SUSPENSION & EXPULSION PROCEDURES

This Cadet Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all cadets at the Oakland Military Institute ("OMI"). When the policy is violated, it may be necessary to suspend or expel a cadet from regular classroom instruction. This policy shall serve as OMI's policy and procedures for cadet suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspended or expelled cadets shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. OMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such cadets.

A. Grounds for Suspension and Expulsion of Cadets

A cadet may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Cadets may be suspended or expelled for any of the following acts when it is determined the cadet:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device, unless, in the case of possession of any object of this type, the cadets had obtained written permission to possess the item from a certificated school employee, with the Commandant or designee's concurrence.

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. **Willful defiance shall include accumulating excessive demerits in a school year**.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading cadet rights by creating an intimidating or hostile educational environment.
23. Engaged in an act of bullying, including but not limited to bullying committed by means of an electronic act. (Defined as transmission of a communication, including but not limited to a message, text, sound, or image by means of an electronic device, including but not limited

to a telephone, wireless telephone or other wireless communication device, computer, or pager).

24. Continued failure to comply with the military requirements of the Institute, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.
25. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.
26. Was found guilty of a misdemeanor or felony for an offense which occurred in conjunction with school operations or the cadet coming to or going from school, and which, in the opinion of the school, would bring discredit on the cadet or the school or would endanger the health and safety of members of the school community.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Suspension Conference

Suspension shall be preceded, if possible, by a conference conducted by the Commandant or the Commandant's designee with the cadet and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the cadet to the Commandant. The conference may be omitted if the Commandant or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of cadets or school personnel. If a cadet is suspended without this conference, both the parent/guardian and cadet shall be notified of the cadet's right to return to school for the purpose of a conference.

At the conference, the cadet shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the cadet waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a cadet for failure of the cadet's parent or guardian to attend a conference with school officials. Reinstatement of the suspended cadet shall not be contingent upon attendance by the cadet's parent or guardian at the conference.

Suspension Notice to Parents/Guardians

At the time of suspension, the Commandant or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a cadet is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the cadet. In addition, the notice may also state the date and time when the cadet may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Commandant or Commandant's designee, the cadet and the cadet's guardian or representative will be invited to a conference to determine if the suspension for the cadet should be extended pending an expulsion hearing. This determination will be made by the Commandant or designee upon either of the following determinations: 1) the cadet's presence will be disruptive to the education process; or 2) the cadet poses a threat or danger to others. Upon either determination, the cadet's suspension will be extended pending the results of an expulsion hearing.

A cadet may be expelled by the OMI Superintendent upon the recommendation of the Discipline Board. The Discipline Board will consist of at least three members who are certificated and neither a teacher of the cadet nor a member of the OMI's Governing Board. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense or any cadet who has accumulated 40 or more demerits.

Cadets recommended for expulsion either due to the accumulation of 40 or more demerits or for an offense outlined in this section are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Commandant or designee determines that the Cadet has committed an expellable offense or accumulated 40 or more demerits.

The Discipline Board will make a recommendation to the OMI Superintendent for a final decision whether to expel. The Discipline Board Hearing shall be held in closed session unless the cadet makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the Discipline Board Hearing shall be forwarded to the cadet and the cadet's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the cadet. The notice shall include the date and place of the Discipline Board Hearing as well as the following:

- a statement of specific facts, charges and offenses upon which the proposed expulsion is based
- a copy of OMI's disciplinary rules which relate to the alleged violation
- Notification of the cadet's or parent/guardian's obligation to provide information about the cadet's status at the school to any other school district or school to which the cadet seeks enrollment;
- The opportunity for the cadet or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses.
- OMI may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the Discipline Board Hearing in the form of sworn declarations which shall be examined only by the OMI Discipline Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the cadet.

Special Considerations for Sexual Assault or Battery Cases:

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- OMI must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the Discipline Board Hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The person conducting the Discipline Board Hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, OMI must present evidence that the witness' presence is both desired by the witness and will be helpful to OMI. The person presiding over the Discipline Board Hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Discipline Board Hearing

A record of the Discipline Board Hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an expellable offense or accumulated 40 or more demerits.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the OMI Discipline Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused cadet, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Board shall be in the form of written findings of fact and a written recommendation to the OMI Superintendent who will make a final determination regarding the expulsion. The final decision by the OMI Superintendent shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the OMI Superintendent is final. Appeals of the Superintendent's decision to expel may be made in writing within 10 days. The scope of the review of the Board shall be limited to the following questions:

1. Whether OMI acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the OMI Governing Board. The cadet shall be considered expelled and not permitted to return to OMI during an appeal process.

If the Discipline Board decides not to recommend expulsion, the cadet shall immediately be returned to his/her educational program and may be mandated to comply with the provisions of strict disciplinary probation.

The Commandant or designee following a decision of the OMI Superintendent to expel shall send written notice of the decision to expel, including the OMI Superintendent's findings of fact, to the cadet or parent/guardian. This notice shall also include the following:

- □ Notice of the specific offense committed by the cadet
- □ Notice of the cadet's or parent/guardian's obligation to inform any new district in which the cadet seeks to enroll of the cadet's status with OMI.

The Commandant or designee shall send a copy of the written notice of the decision to expel to the cadet's district of residence. This notice shall include the following:

- ☐ The cadet's name
- ☐ The specific expellable offense committed by the cadet

Disciplinary Records - OMI shall maintain records of all cadet suspensions and expulsions at OMI. Such records shall be made available to the Oakland Unified School District upon request.

No Right to Appeal - The cadet shall have no additional right of appeal from expulsion from OMI other than the OMI Governing Board as specified above.

Expelled Cadets/Alternative Education - Cadets who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans - Cadets who are expelled from OMI shall be given a rehabilitation plan upon expulsion as developed by the OMI Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the cadet may reapply to OMI for readmission.

Readmission - The decision to readmit a cadet or to admit a previously expelled cadet from another school district or charter school shall be in the sole discretion of the OMI Superintendent following a meeting with the Commandant or his designee and the cadet and guardian or representative to determine whether the cadet has successfully completed the rehabilitation plan and to determine whether the cadet poses a threat to others or will be disruptive to the school environment. The Commandant shall make a recommendation to the OMI Superintendent following the meeting regarding his or her determination. The cadet's readmission is also contingent upon OMI's capacity at the time the cadet seeks readmission.

POLICY #1016:

ATHLETIC AND ACTIVITIES ELIGIBILITY

1. In keeping with the OMI, Bay Area Conference, North Coast Section, and California Interscholastic Federation Philosophies on Student Eligibility For Interscholastic Athletic Competition (CIF Bylaw 200) the following principles are adopted:

1.1. OMI and the entities listed above affirm that participation in athletics and other extra-curricular activities is an important part of the high school experience and that participation in extra curricular activities is a privilege. The privilege of participation is available to students in public or private schools who meet the democratically established standards of qualification as set forth by the governing Board of OMI in keeping with the principles of the California Interscholastic Federation (CIF) Council.

1.2. CIF Bylaws governing student eligibility are a necessary prerequisite to participation in interscholastic athletics because they:

1.2.1. Keep the focus on athletic participation as a privilege, not a right.

1.2.2. Reinforce the principle that students attend school to receive an education first; athletic participation is secondary.

1.2.3. Protect the opportunities to participate for students who meet the established standards.

1.2.4. Provide a fundamentally fair and equitable framework in which interscholastic athletic competition can take place.

1.2.5. Provide uniform standards for all schools to follow in maintaining athletic competition.

1.2.6. Serve as a deterrent to students who transfer schools for athletic reasons and to individuals who recruit student athletes.

1.2.7. Serve as a deterrent to students who transfer schools to avoid disciplinary action.

1.2.8. Maintain an ethical relationship between high school athletic programs and others who demonstrate an interest in high school athletes.

1.2.9. Support the Principles of “Pursuing Victory with Honor”

2. OMI Standards Of Eligibility (CIF Bylaw 201)

OMI adopts all CIF standards, including the following for eligibility to participate in interscholastic athletics and extra-curricular 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.

2.1. Full Eligibility To be eligible to participate in OMI interscholastic athletics or extracurricular activities, **OMI Cadets must be official members of their assigned company and**:

2.1.1. Maintain a cumulative 2.0 grade point average on a 4.0 scale, and have received no "F" grades at the conclusion of the previous grading period as follows:

- Quarter 1 Eligibility is determined by the 2nd semester grades of the previous school year
- Quarter 2 Eligibility is determined by the 1st quarter grades
- Quarter 3 Eligibility is determined by the 1st semester grades
- Quarter 4 Eligibility is determined by the 3rd quarter grades

2.1.2. Demonstrate acceptable citizenship as follows:

- To be eligible for Quarter 1, cadets may not have ended the previous school year with a total of 40 or more demerits in the previous school year, or, in the case of transfer students, may not have serious disciplinary infractions as determined by the Commandant.
- To be eligible for Quarter 2, cadets may not have accumulated 20 or more demerits in the first quarter
- To be eligible for Quarter 3, cadets may not have accumulated 30 or more demerits in the first semester
- To be eligible for Quarters 3 and 4, cadets may not have accumulated 40 or more demerits in the school year.

2.1.3. In the case of Middle School students, be achieving minimum progress toward meeting OMI's prescribed middle school graduation requirements. Minimum progress is defined as having completed 32.5 credits as a second semester sixth grader, 65 credits as a first semester seventh grader, 97.5 credits as a second semester seventh grader, and 130 credits as a first semester eighth grader.

2.1.4. In the case of High School students, be achieving minimum progress toward meeting OMI's prescribed high school graduation requirements. Minimum progress is defined as having completed 32.5 credits as a second semester freshman, 65 credits as a first semester sophomore, 97.5 credits as a second semester sophomore, 130 credits as a first semester junior, 162.5 credits as a second semester junior, 195 credits as a first semester senior and 227.5 as a second semester senior.

2.2. Limited Eligibility - Limited participation in practices, can't play in interscholastic or extracurricular contests

2.2.1. Cadets with one or more F grades or less than a 2.0 overall or cumulative GPA on their most recent semester or quarter grade report, or with excessive demerits as defined in 2.1.2 above have Limited Eligibility.
2.2.2. Cadets with Limited Eligibility may practice and attend extra-curricular meetings only after fulfilling all OMI citizenship and academic support requirements.
2.2.3. Cadets must submit daily or weekly progress reports to be used by coaches/teacher leaders as a tool to monitor and motivate cadet progress.

2.3. Probationary Eligibility

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.
2.3.2. A Cadet who has one or more F grades or less than a 2.0 overall or cumulative GPA on their most recent semester grade report or has more than the allowable number of demerits noted in 2.1.2 above may request Probationary Eligibility.
2.3.2.1. A Cadet may request Probationary Eligibility by appealing to the OMI Athletic Eligibility Board. The OMI Athletic Eligibility Board is comprised of OMI's Superintendent, Director of Instruction, Commandant, Director of Student Affairs, and Athletic Director.
2.3.2.2. 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.
2.3.2.3. The OMI Eligibility Board determines the beginning and end of a cadet's Probationary Eligibility, but a Cadet 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.
2.3.2.4. 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.

2.4. Not Eligible

Cadet may not participate in practices or interscholastic contests or team/extracurricular activities in any way

2.4.1.1 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 2.1.1, or with excessive demerits as listed in 2.1.2 above, or as determined by the OMI Athletic Eligibility Board may be ruled not eligible.

POLICY #1017

PREGNANT STUDENTS

Access to an educational opportunity is not denied to a pregnant student. However, the condition of pregnancy could necessitate modification of a student's program if usual and normal activity could be detrimental to the health of the student or unborn child. The following are guidelines for establishing appropriate educational programs for pregnant students:

1. Whenever a condition of pregnancy exists, the student may remain in regular school attendance provided there is no compelling reason to prevent such attendance. Pregnant students are expected to notify their TAC Team of their condition as soon as the pregnancy has been diagnosed by a physician. If a pregnant student fails to notify the school of the condition, the school assumes no liability when students participate in the normal activities of the school day, including fitness activities.
2. Pregnant students are expected to visit with a physician to obtain appropriate advice for their own health and pre-natal care.
3. Pregnant students shall be expected to participate in all usual and normal student activities until the attending physician prescribes limitations on activities. This includes wear of the school uniform. A maternity uniform may be made available to the student upon request.
4. Alternative educational programs are available through the Oakland Unified School District for pregnant students. Information regarding those programs can be obtained from the Director of Instruction.
5. Pregnant students who do not opt for one of the alternative programs may continue regular enrollment if attendance prior to time of expected delivery is regular. During the time of absence necessitated by complications or delivery certified by a physician, the student may be eligible for homebound instruction through Oakland Unified School District resources. Such students are expected to return to regular attendance as soon as the attending physician certifies school attendance will not be detrimental to the student's health.
6. Male cadets who parent children may be required to attend parenting classes and sessions to learn about the legal obligations of parents.

POLICY #1018:

MILITARY RECRUITERS ON THE SCHOOL CAMPUS

OMI is a college preparatory academy. Our singular purpose is to prepare students for college admissions. While we recognize that some students may not desire to immediately enter post-secondary study, it is our policy that the school campus and all instructional times should be reserved for activities that promote our mission of college preparation. Therefore, the OMI Board directs the Superintendent to:

1. Ensure that any presentations by United States military branches be focused on the theme of how those services can help students attain a college education.
2. Have a staff member preview and be present at all presentations by military recruiters to ensure compliance with #1 above.
3. Require all recruiters to have prior approval of the school administration before making presentations and require those recruiters to check in and out with the school office.
4. Limit recruiter presence on campus to group presentations and not permit individual recruiting efforts during the school day (which includes before and after school and weekend periods when campus is open for instruction).
5. Initiate contacts with local colleges' and universities' ROTC programs as well as United States Service Academies to ensure those options are understood by all students.

POLICY #1201:

VANDALISM, THEFT, AND GRAFFITI

The Charter School considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any Charter School student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, the Charter School also may withhold the student's grades, diploma and/or transcripts in accordance with law.

POLICY #1202:

DROP OFF AND PICK UP OF STUDENTS

Introduction

The safe arrival and departure of students is of paramount concern to the Charter School. The Charter School has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff.

In addition, the Charter School desires to be a good neighbor to the residents surrounding the Charter School premises. Parents can help the Charter School to be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

General Guidelines

All visitors to the Charter School are expected to adhere to the rules of the road when driving on or around the Charter School premises. All visitors are expected to drive slowly when students are present.

Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on the Charter School premises in any area except the parking lot or designated drop-off and pick-up areas.

Arrival and Departure of Charter School Students

Due to extremely limited parking, we recommend walking or carpooling!
Parents are requested to adhere to the following rules:

Drop Off:

1. Drive slowly through the school zone. Drop off only on 39th Street by the gate near Market Street or on Market Street between Apgar and 39th Street. No other location should be used for drop off. Do not use anywhere on Lusk Street as a drop off location.
2. Pay close attention to the directions of any crossing guard at any crosswalk or traffic light. He or she is trying to help get students to and from school safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient and stay to the right side of the area.

4. Parking is extremely limited so parents will be asked to drop off students rather than parking and walking them to class. It is our staff's responsibility to ensure the safety of all students and the safety of the drop off area. Please respect their directions at all times. If you have a problem or concern, please do not block traffic. Rather, find a parking place, then address the concern in a manner appropriate to a school setting.
5. Only travel eastbound on 39th Street to drop off your child. Never travel westbound for drop off purposes.

In the drop-off/pick-up zone

6. Pull all the way forward and have students exit the car from the passenger side only. Once students have exited from vehicle, please pull forward and exit the area. If your student requires assistance exiting the vehicle, please get back in as quickly as possible, then pull forward and exit the area. If you need to stay longer, please pull forward and find a parking space.
7. Do NOT park, or exit your vehicle, except as allowed above, in the drop off lane.
8. Do NOT try to pull around other vehicles unless it is safe to do so.
9. Follow directions of staff at all times.

PICK UP:

1. Students will exit at 39th Street in the same place as drop off.
2. If your student is not yet out when you get to the pick up area, please continue to pull forward and come back around.
3. If you are waiting for another student, either park or continue to pull forward and come back around.
4. Do NOT park, or exit your vehicle in the pick up lane.
5. Do NOT try to pull around other vehicles unless it is safe to do so.
6. Follow directions of staff at all times.
7. When leaving, pull out slowly and look carefully for students and other cars.
8. Do not use Lusk Street for pick up at any time.
9. Only travel eastbound on 39th Street when pickup up your child. Never travel westbound for pickup purposes.

<u>Parking</u>

There is no parking designated for visitors to the OMI campus because of the limited parking in the neighborhood. If you are visiting the OMI campus, please be considerate of our neighbors and do not block driveways or double park in front of the homes on Lusk or Apgar streets.

POLICY #1501:

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act ("FERPA"), a Federal law, requires that the Charter School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from a child's education records. However, the Oakland Military Institute College Preparatory Academy may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the Charter School to the contrary in accordance with this policy.

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks, officers of the Parent Advisory Council, and public service agencies providing services which the administration of OMI believes may be of interest to the student or the student's family. OMI has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level

If a parent does not want OMI to disclose directory information from a child's education records without prior written consent, the parent must notify OMI in writing at the time of enrollment or re-enrollment. Please notify the Superintendent at 3877 Lusk Street, Oakland, CA 94608 (510-594-3900).

The Board hereby directs that parents/guardians be notified of this policy annually.

POLICY #1502:

OMI PARENT PARTICIPATION POLICY

Introduction

The Oakland Military Institute College Preparatory Academy (OMI) is committed to excellence in education and providing a safe and nurturing environment for our children. We encourage and expect the dedicated support of our parents to continue to achieve this goal. OMI is counting on all our families to contribute to ensuring an excellent educational experience for our children.

Parents are partners in schooling by virtue of their role as the central provider and overseer of their child's learning and development. Parents are expected to be actively involved in all aspects of their children's education. One of the most important things we can do for children is to allow them to see parents and teachers working together. This helps children realize that there is a bond between home, community, and school. Additionally, parents who work with the school come to understand their child's education better.

Parent involvement can take many forms including, participation in decision making at the school; representation on committees and groups; and involvement in school and classroom programs. Parent participation contributes to better outcomes for all students; enables the school to respond more effectively to student and family values; develops/establishes a partnership between parents and teachers; and enhances the strength and vibrancy of our school.

The development of the parent participation policy is expected to provide a clearer definition of parent participation in schooling, the steps taken to fulfill the parent volunteer hours, and the results of lack of participation.

Policy

Parents are expected to participate in the operation of the school by completing tasks that are directly related to the school program under the direction of school staff to meet the needs of students. To this end, the school asks that all families donate a minimum of 25 hours of their time each school year to assist OMI in achieving its mission. Parents may choose a variety of tasks. A list of tasks have been outlined for you on the *Parent Participation Profile* form and attached to this policy. Tasks can be shared with other family members and/or friends, as long as you complete the total commitment.

Procedure

Family participation will be reviewed after each semester and families shall be notified of their progress toward meeting their 25 hour commitment.

Near the end of the first trimester, families not reporting approximately 10 (ten) hours will be noticed by letter, documenting the hours accumulated along with a feedback form to sign and return. The feedback form will provide families with basic information about upcoming volunteer opportunities and allow explanation of any problems or difficulties a family may have in meeting its goal.

Before the end of the third quarter, families who are substantially behind on their volunteer commitment (fewer than 15 hours) will be required to meet with the superintendent, or the superintendent's delegate. The purpose of the meeting is to address and resolve any problems and to devise an action plan to assist the family in reaching their goal.

Near the end of the fourth quarter each family will be notified of the total volunteer hours they have accumulated for the year. Families not achieving the minimum twenty-five-hour requirement will have their status reviewed by the superintendent and/or the superintendent's delegate(s). After a review considering all the circumstances surrounding the shortfall of volunteer hours the superintendent shall decide whether a student shall be eligible to re-enroll for the following school year. Appeals of such decisions may be made to the Board of Directors.

Committee Membership

Parents are invited to serve on a variety of committees to provide input and leadership to school decisions, including the Schoolsite Council (SSC), the Parent Advisory Board (PAB), and ad hoc committees of both of those organizations. Any parent of a currently enrolled OMI student is welcome to attend any of the SSC or PAB meetings. Public comment periods are included on the agendas of both groups' meetings.

Parent/Guardian Covenant

Annually, parents/guardians will be expected to sign a covenant that says:

"By signing this document, I/we enter into a solemn agreement with the faculty, staff, and cadre of OMI for the purpose of creating the best learning environment for my/our child and for every other child at OMI. I/we understand that failure to comply with the terms of this covenant may result in the denial of my child's reenrollment for the following school year.

Initials _____

I/we will establish high expectations for my/our child's schoolwork, behavior, and life. I/we will not accept minimum effort or indifference to quality work and behavior.

Initials _____

I/we will know what is expected in each of my/our child's classes and communicate with teachers when I/we have questions or concerns.

Initials _____

I/we will insist on good attendance for my/our child and provide a quiet time and place in our home for study and understand that my/our child's schoolwork is more important than other tasks I/we may want him/her to accomplish.

Initials _____

I/we will be sure my/our child attends the TWO required parades during the school year (choose between Veteran's Day, Holiday, Cinco de Mayo, and Memorial Day).

Initials _____

I/we will insist that my/our child accept responsibility for their learning and conduct and I/we will support and work in partnership with teachers and staff to create an even greater team of adults helping all OMI students achieve their best.

Initials _____

I/we will become truly involved in the school life of my/our child by attending parent meetings and school events, volunteering to assist, and contributing in any way that I can to make the learning experience the best possible for all OMI students. I will complete 25 hours of service to the school.

Initials _____

I/we will set the example for my/our child of the importance of education, the importance of college, and the importance and joy of learning and growing.

Initials _____

I/we will read weekly bulletins and act on the information, read and abide by the Parent/Cadet Handbook and require my child to do so.

Parent Participation Profile

Annually, a Parent Participation Profile will be completed by akll parents as part of the registration process. That profile is included below:

Parent Participation Profile
I have (pledged/agreed) to take full responsibility of my child's education. I will volunteer **20 hours** during the school year.
Parent Name (print):_____
Parent Name (sign):_____
Child's Name: _____ Grade:_____
Child's Name:_____ Grade:_____

Please answer the following questions so that we can recommend the best opportunities for you. **Please remember that you are also welcomed to approach your child's teacher, a parent board member or committee member, or office staff about volunteer opportunities as well.**

_____
I am most likely able to volunteer:
☐ During school
☐ After school
☐ Evenings or Weekends
I would like to assist in the following areas (select as many as you like):
☐ 1. Tutor a student
☐ 2. Perform school maintenance tasks
☐ 3. Work with small groups of students
☐ 4. Listen to students read
☐ 5. Translate (Language:_____)
☐ 6. Help with teacher's clerical work
☐ 7. Prepare materials
☐ 8. Attend field trips
☐ 9. Help students with dramatic performances, special events
☐ 10. Help out in class with art projects, science experiments, etc.
☐ 11. Appear as a guest speaker

POLICY #1801

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations / Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Exposure Control Plan for Bloodborne Pathogens" Policy #1802)

POLICY #1802:

EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

The Superintendent, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Superintendent, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Superintendent, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Superintendent, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Superintendent, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

POLICY #1803:

FIRST AID, CPR, AND HEALTH SCREENING

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Superintendent, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Superintendent, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

POLICY #1804:

TUBERCULIN EXAMINATIONS

1. No person shall be employed by or volunteer at the Charter School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.

2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.

3. All employees/volunteers shall be required to undergo this examination at least once every two (2) years, with the exception of "food handlers" who shall be examined annually.

4. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.

5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.

6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

POLICY #1805:

SAFE FACILITIES

The Charter School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

POLICY #1806:

STUDENT IMMUNIZATIONS/PHYSICAL EXAMS

Applicability

This policy applies to all applicants to the Charter School and the administration of the school in charge of admissions.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

a) Diphtheria.

b) Measles.

c) Mumps, except for children who have reached the age of seven years.

d) Pertussis (whooping cough), except for children who have reached the age of seven years.

e) Poliomyelitis.

f) Rubella.

g) Tetanus.

h) Hepatitis B.

i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

b) A parent may request exemption of their child from immunization for personal beliefs.

c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination prior to participation in high school interscholastic sports. Physical examinations are strongly recommended for middle school students participating in interscholastic sports. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils by the school's athletic department.

Failure to obtain an examination for your child will result in your child being denied the opportunity to participate in interscholastic athletics.

POLICY #1807:

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations / Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Bloodborne Pathogen Exposure Control Program" Policy)

POLICY #1808:

PREPARATION OF EMERGENCY PREPAREDNESS PLAN GUIDELINES

The Oakland Military Institute College Preparatory Academy School Emergency preparedness plan shall be available to staff, students and the public in the office of the Superintendent or designee. Plans shall be provided to each teacher and shall be available for public inspection at the school office. The Superintendent or designee shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Superintendent or designee will appoint a committee each year to review the disaster preparedness plan and to recommend changes and/or improvements.

The Board directs the Superintendent to consider the following in developing safety procedures:

1. Devise a signal for announcing an emergency situation. This signal may differ depending on the type of emergency and available devices.
2. Identify who can declare an emergency and under what conditions.
3. Provide an emergency kit to each classroom and designate the students responsible for taking the kit when students leave the classroom during an emergency.
4. Develop clear instructions for operating the contingency plan, and regularly train staff members to respond in a reliable way. As the situation dictates, it may be necessary to take the following steps:
    - lock doors or assume placement in a hallway or classroom as a method of controlling movement around the campus.
    - instruct students and staff members to immediately lie face down on the floor, cover their heads, and endeavor to remain calm and immobile in the event of a shooting or explosion.
    - use desks as a cover for protection.
    - close and lock windows, if possible.
    - turn off all power equipment in the event of a natural disaster, such as an earthquake or electrical storm.
    - establish a central area for unsupervised students and staff members to assemble.
    - retain students until an "all clear" signal is given.
5. Develop a procedure for identifying safe and injured students.
6. Identify an adequate location and a procedure for administering first aid.
7. Develop a systematic process for releasing students to parents or guardians that includes a sign-out procedure and verification of the authorized persons to pick up students. Identify the necessary documentation from parents or guardians for releasing students. Provide a description of the process in other languages for non-English speaking parents.

8. Establish a "clean-up" protocol to be implemented immediately following a disaster to completely clean and repair damages so that the school can open as soon as the following day. Identify possible professional nonschool personnel to do the clean up, especially in the event of gunshot victims.
9. Identify a crisis intervention team of psychologists and counselors to be called to provide debriefing and counseling for any resulting trauma affecting students and staff members.
10. Generally, the Superintendent, or her/his designee, declares an emergency and is responsible for requesting assistance through direct communication with a predetermined "emergency operations center" (EOC).
11. Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.
12. Post and regularly update a checklist of equipment and emergency telephone numbers.
13. Have necessary equipment available such as: handheld radios for communicating with supervising staff; a camera and film for documentation; a fully operational public address system; fully operational fire extinguishers; and a private telephone line and number to be used only by the Superintendent (or authorized person) and the pre-assigned emergency center designee. When the emergency dictates, discontinue use of all telephone lines, except the private line, in order to provide uninterrupted communication with the EOC.
14. Establish a back-up command post near the school, but not on school grounds, in the event of a bomb threat.
15. Identify how injured students and staff will be transported to the hospital.
16. Plan alternative routes for transporting injured if standard routes are obstructed.
17. Establish an orderly dismissal procedure, e.g., dismissal by units or sections, in a manner that everyone understands.
18. Provide parents with information in the language of the home, if possible, regarding relevant elements of the emergency plan, so they are prepared and know what to expect.
19. Conduct periodic practice drills to ensure procedures for dismissal run smoothly.
20. Establish a "buddy system," for all students, especially significantly disabled students.
21. Establish a clear communication system that signals an emergency, and when the crisis has passed, signals an "all clear." The signals should be distinguishable from those that designate class periods and should be established prior to an emergency situation.
22. Establish a rumor control/information post in a location accessible to parents, interested community members, and media to handle inquiries in an orderly fashion. This post would provide a system for swift parental contact and an outside line for specific communication to community transportation volunteers.
23. Authorize only one or two staff members to act as police contacts.
24. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer exclusively and permitted to approach staff or students only after officials determine that such interaction would not adversely affect staff or students.
25. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have an appointed person provide updated information on the status of a crisis at regular intervals so as to minimize rumors and interruptions.

26. Develop procedures for keeping family members and other relatives informed about students enrolled in the school.
27. Select a person for message taking and to record incidents for documentation purposes. Establish a system for message delivery and backup should initial communications breakdown.
28. After the crisis has subsided and students have been dismissed, debrief all staff members about the emergency and the procedures taken.
29. Develop specific steps to ensure smooth police involvement in a school campus crisis situation. For example, school administrators may bring several uniformed police officers on campus to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, gradually reduce the number of officers on campus. The officers should attempt to interact with students in the students' native language, if possible, and be responsive and approachable. When the situation is controlled, officers should leave the campus calmly.
30. Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which the assigned officer(s) would assume responsibility for a situation.
31. Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and families. Distribute new information (in the language of the home when possible) as it develops to keep everyone current.
32. Design emergency plans with assistance from the police department that includes planning for major life-threatening disorders, such as shootings and bomb threats, as well as for natural disasters.
33. Establish personal contact between authorized staff and police department staff prior to an emergency.
34. Include arrangements for a "call back" number to verify that a police assistance call is legitimate when "911" has not been used to contact law enforcement.
35. Train school staff in leadership roles to recognize when police intervention is required. (Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations.)
36. Practice contingency procedures to assure that the plan is smooth running and comprehensive. Review the contingency plan regularly with staff members throughout the year, and conduct monthly drills for students and staff members to prepare them to respond to all types of emergencies.

POLICY #1809:

WEAPONS AND DANGEROUS INSTRUMENTS

The Charter School desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

Possession of Weapons

In order to maintain order and discipline in the Charter School and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations.

The Superintendent or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon. Upon written permission of the Superintendent or designee, a student may possess a weapon on school grounds when necessary for a school-sponsored activity or class. The Superintendent or designee shall inspect the weapon to ensure that necessary safety precautions have been taken.

Reporting of Injurious Objects

The Charter School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

POLICY #1810:

PUBLIC SOLICITATIONS ON SCHOOL GROUNDS

Purpose

The property, buildings, or facilities owned or controlled by the Charter School are not open for assembly, speech, or other activities as are the public streets, sidewalks, parks and other public places. The Charter School's legal duty to operate and maintain a safe and secure campus requires that the time, place, and manner of assembly, speech, and other activities on the Charter School premises be regulated. Accordingly, it is against Charter School policy for anyone to solicit, peddle, canvass, or otherwise engage in contacting Charter School faculty, staff, or students for any purpose not specifically approved in advance by the Charter School Board or its designee.

Solicitation on Campus

1. The term *solicitation* shall mean (1) the sale, lease, rental or offer for sale, lease, rental of any property, product, merchandise, publication, or service, whether for immediate or future delivery; (2) an oral statement or the distribution or display of printed material, merchandise, or products designed to encourage the purchase, use, or rental of any property, product, merchandise, publication, or service; (3) an oral or written appeal or request to support or join an organization other than a registered student, faculty, or staff organization; (4) the receipt of or request for any gift or contribution; or (5) the request to support or oppose or to vote for or against a candidate, issue, or proposition appearing on a ballot at any election held pursuant to state or federal law or local ordinances.

2. To cooperate in publicizing community services, special events, and public meetings of interest to students and parents/guardians, the Charter School Board or its designee will approve or reject the distribution and/or posting of printed materials to students and/or through the Charter School which extend the community's cultural, recreational, artistic, or service educational opportunities.
3. Materials to be distributed shall not include any which:
    a. Are obscene, libelous, slanderous, or which incite students to commit unlawful acts, violate the Charter School's policies, procedures, and rules, or disrupt the Charter School's orderly operations.
    b. Discriminate on the basis of sex, race, color, ancestry, national origin, religion, or disability.
    c. Attack or disparage any group or person based upon sex, race, color, ancestry, national origin, religion, or disability.

d. Request students or other family members to contribute in any way to the funds of, or become members of, or to work for, any organization not directly under the control of Charter School authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an act of Congress or under the laws of the State of California, the purpose of the solicitation is nonpartisan and charitable and the solicitation has been approved by the Charter School governing board or designee. To qualify as an organization exempted in this Section, the organization must present to the Charter School governing board or designee written evidence from the Internal Revenue Service that the organization has been granted tax-exempt status under Internal Revenue Code Section 501(a) or as an organization described in Internal Revenue Code Section 501(c)(3). Solicitation must be conducted only in an area designated by the Charter School governing board or designee. Any person soliciting on behalf of such organizations must have credentials identifying him or her as authorized agents of the organization. Permission to solicit may not be used by the organization as an endorsement of the Charter School.
e. Express support for or against specific political campaigns, issues, or activities, including statewide ballot initiatives and other ballot measures
f. Express support for or against a specific religion or religious viewpoint, church, or denomination.

4. Advertising of commercial products or services may be conducted only when prior approval has been granted by the Charter School Board. In no event shall any material be distributed advertising alcohol or tobacco products or otherwise encouraging students to consume alcohol or tobacco products. Students shall not be asked or otherwise be required to distribute commercial advertising materials.

5. No handbills or fliers shall be distributed or placed in/or on cars parked on the Charter School premises. No loudspeakers are to be used at any time during class hours.

Permission Procedures

1. All materials to be distributed or posted shall first be submitted to the Charter School Board or designee for approval. All materials shall bear the name and contact location of the sponsoring organization.
2. Materials which have not been approved by the Charter School Board or designee shall be removed if posted. Any person distributing materials that have not been approved by the Charter School Board or designee shall cease distribution immediately upon demand by a Charter School official.
3. Person's or person's wishing to distribute information on School property must request permission and scheduling from the Superintendent.

POLICY #1811:

SUBJECT TO SEARCH

All persons, including cadets, coming onto the OMI campus are subject to search of their person and property when there are articulable facts supporting a reasonable suspicion that there is a violation of school rules or the law.

POLICY #1901:

USE OF ELECTRONIC MAIL ADDRESSES

OMI may gather electronic mail ("email") addresses from parents/guardians for use by the School, the Parent Advisory Council, and designated company parents for purposes of notifying parents/guardians of pertinent School information. The provision of an email address by a parent/guardian to the School is optional.

The School and its employees and the Board President will have access to email addresses gathered from parents/guardians for purposes of communicating official School business only. School-wide email communication will be executed in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

The School will provide email addresses to the officers of the Parent Advisory Council of OMI (PAC). PAC may only use email addresses gathered from parents/guardians for official PAC business and in accordance with PAC policies and procedures and in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

Email addresses that are provided by parents/guardians to the School shall be shared with the designated "company parent(s)" for the specific company to which their child is assigned. "Company parent(s)" for purpose of this Board Policy are defined as the parent(s) or guardian(s) who has volunteered for the position and then been designated by the TAC Team responsible for communication with parents/guardians on matters pertinent to the company. Designated company parents may only use email addresses in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients. If a company parent needs assistance, the School will assist company parents in creating appropriate group lists for this purpose.

The company parent may only utilize the email list for purpose of communicating with parents/guardians on matters pertinent to their designated company as requested by PAC, the TAC Team, or Superintendent. Designated company parents may only use email addresses in a manner which prevents recipients from viewing the email addresses of other parents/guardians. If a company parent needs assistance, the School will assist company parents in creating appropriate group lists for this purpose.

A parent/guardian who does not wish to have their email address shared with the School, the PAC, and/or the designated company parent can either a) choose not to provide an email address to the School (at risk of not receiving School-wide communication via email); or b) notify the School in writing of the parent /guardian's objection at any time during a school year.

If a parent/guardian receives a communication that they believe is contrary to this Board Policy, the parent/guardian may report the email to the Superintendent for investigation and resolution.

The Superintendent shall report the results of any such investigation to the Board who may reopen the investigation if the Board does not believe the matter was appropriately resolved.

This Board Policy is not intended to and should not prevent free communication amongst parents/guardians or School employees who have willingly provided one another with email addresses. The School encourages parent/guardians who have received email communication with which they feel uncomfortable or which they find objectionable to communicate directly to the sender for resolution.

This Board Policy shall not impact parent rights as provided under Board Policy regarding Directory Information.

The Board hereby directs that parents/guardians be notified of this policy annually.

POLICY #1902:

COMPUTER INTERNET USAGE POLICY

Access to the Internet, CD-ROM databases, word processing, and other electronic resources are available to all students for educational purposes. These activities include assigned research projects, college and career searches, and other high quality, educationally related activities.

In addition to all normal school rules, the following apply while using the computers:

- Computers are not to be used for personal email, chat rooms, games, or other purely recreational purposes
- No software of any kind is to be installed on the computers without permission from the Technology Coordinator
- For your own protection, you will not give your name, address, phone, or other personal information over the Internet except for on-line college admissions or scholarship applications
- Offensive language and images will not be tolerated in educational correspondence or text published on web pages sponsored by the school
- Plagiarism and copyright infringement will not be tolerated and will be handled in accordance with school policy
- Students will not access material that advocates violence, discrimination, or obscenity

Further information regarding acceptable uses of the Internet is available in each Computer lab area on campus. Failure to comply with these conditions will result in disciplinary action including, but not limited to:

- Loss of computer privileges
- Assignment of demerits
- Suspension

Students and their parent/guardian will be required to sign a statement acknowledging this policy prior to accessing the school's computer network.

POLICY #2001:

DRUG-FREE WORKPLACE

The Charter School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees, students, parents, and volunteers on campus and at school sponsored activities.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination. No cause or notice is required to terminate an employee pursuant to this policy.

POLICY #2002:

FINGERPRINTING AND BACKGROUND CHECKS

Fingerprinting

The Oakland Military Institute College Preparatory Academy ("Charter School") shall comply with the applicable provisions of the Education Code, including Sections 44237, 44803.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or it's designee to perform background checks. This requirement is a condition of employment.

The Charter School shall also require a fingerprint and background check for school volunteers who will come into contact with students outside of the supervision of a Charter School employee or who work with students in excess of ten (10) hours per week, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) for the purpose of obtaining a criminal record summary.

The costs of fingerprinting and background checks are the responsibility of the prospective employee or volunteer. The Superintendent may, within budgetary limitations, reimburse an employee or volunteer for the expense of background checks.

Additionally, the Charter School may on a case-by-case basis require an entity providing contract services require the entity's employees to comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

OMI uses the California Military Department office of Youth Programs livescan processing account to receive DOJ/FBI reports on prospective employees/contractors/volunteers. The Superintendent will determine whether an employee may be employed in accordance with Education Code Section 44237, 44803.1 or 45125.1, except with respect to her or himself, in which case the Board of Directors will review. The Superintendent shall monitor compliance with this policy and report to the Board of Directors as needed.

POLICY #2003:

TOBACCO-FREE POLICY

The Oakland Military Institute College Preparatory Academy (OMI):

- prohibits the use of tobacco products at any time in school buildings, on school property, and in school vehicles.
- directs the Superintendent to communicate information about this policy and enforcement procedures to school personnel, parents, students, and the larger community.
- directs that signs stating tobacco use is prohibited be prominently displayed at all entrances to school property
- directs the Superintendent to make available for students and staff information about smoking-cessation programs and to encourage students and staff to take advantage of such programs.

POLICY #2004:

OMI HIRING PROCEDURES

1. When a position is known to be available, the Superintendent in consultation with the Director of Finance, decides whether that position will continue to be funded. If the position will not be funded, no further action is required.
2. If the position will be funded, the Superintendent directs the Human Resources office and/or the Director of Instruction to advertise for the position.
3. Advertisements will generally include:
    a. Basic job description
    b. Required application materials
    c. School contact information
    d. A statement that salaries will be commensurate with experience
4. Advertisement will generally take place in one or more of the following:
    a. EDJOIN
    b. Local newspapers
    c. The OMI Web Site
    d. Job/Recruiting Fairs
5. All prospective candidates will be asked to submit a cover letter, resume, and any supporting materials in an "introductory packet."
6. Introductory packets will be reviewed by the Director of Instruction (for teaching and academic candidates) or the Human Resources Officer (for non teaching roles) and candidates will be screened for meeting minimum requirements. Those that meet minimum requirements will receive a telephone or face-to-face initial interview.
7. The best candidates from among those who receive initial interviews will be called in for follow up in-person interviews. In the case of academic candidates, sample lessons, lesson plans, teaching portfolios, recommendations, evaluations of teaching, self-assessments, and student work may be required/reviewed. In the case of non-academic candidates, recommendations, performance tasks, and evaluations of performance may be required/reviewed.
8. References will be called to verify employment history and positive performance.
9. The Superintendent may elect to interview the recommended candidates and will make a decision as to salary.
10. Once the Superintendent has decided to offer a contract, the individual will be required to complete DOJ/FBI Livescan fingerprinting/background checks and provide evidence from active Tuberculosis.
11. OMI partners with the California National Guard Youth Programs office who receives the Livescan reports. OMI uses the same criteria as the California Commission on Teacher Credentialing to decide whether any adverse information on a Livescan report is grounds not to offer a contract.
12. Once proof of freedom from active TB and a clearance from the DOJ/FBI background checks are in place, the Superintendent will sign a contract with the employee.

POLICY #2005:

MANDATORY REPORTER TRAINING

All Charter School personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment *immediately* when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, emotionally, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

The Charter School shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse.

POLICY #2501

CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION AND REMOVAL POLICY

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.
To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:
1. Visits during school hours should first be arranged with the teacher and Superintendent or designee, at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Superintendent or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor may be required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Superintendent or designee may design a visible means of identification for visitors while on school premises.
3. The Superintendent, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Superintendent or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Superintendent or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Superintendent or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Superintendent or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Superintendent or the Board President within five days after the denial or revocation. The Superintendent or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Superintendent shall be held within seven days after the Superintendent receives the request. A hearing before the

Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Superintendent or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Superintendent or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. No electronic listening, audio, or video recording device may be used by students or visitors in a classroom without the teacher's and Superintendent's written permission.

Penalties.

- Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
- Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Policy #2502:

ARCHIVAL POLICY

This policy describes the time periods official printed school documents will be maintained at the school campus, after which those documents will be destroyed by means of shredding or other destruction. OMI shall maintain electronic records through the AERIES student information system for perpetuity.

DOCUMENTS TO BE MAINTAINED FOR ONE CALENDAR YEAR FOLLOWING THE END OF THE SCHOOL YEAR IN WHICH THEY WERE SUBMITTED TO THE SCHOOL OFFICE:

- Registration forms
- Videography/Image/Likeness Use forms
- Administration of medication forms
- Reports of Medical History
- Parent/Student Covenants
- Field trip permission slips and student release forms from teachers for field trips
- Technology Acceptable Use/Internet Agreements
- Daily/weekly student progress checks
- Teacher/counselor rating forms
- Routine disciplinary data resulting in actions less than suspension
- Attendance supporting documents
- Admissions documents for students who applied but did not enroll at OMI

DOCUMENTS TO BE MAINTAINED FOR FOUR YEARS FOLLOWING THEIR SUBMISSION:

- Documents supporting student suspension
- Expulsion orders and supporting documents
- Health information other than immunization records
- Information on participation in Special Education programs
- Language Training records (documents supporting CELDT Testing)
- Parent requests/notices regarding access to directory information
- Permission slips for medical screenings
- Permission slips for special assemblies, events, movie viewings, etc.
- Parent/guardian rejoinders to challenged records and to disciplinary action
- Results of standardized tests

DOCUMENTS MAINTAINED PERMANENTLY:

- Cumulative Permanent Records (CUMs) for students who have attended at any time or graduated from OMI. Those records need only contain the following (some of which may be electronic in nature):
  - Legal name of student
  - Date and place of birth, and method of verifying birth date
  - Gender
  - Name and address of parent/guardian of minor students
  - Address of minor student if different from above
  - Annual verification of a parent/guardian's name and address and student residence
  - Entrance and departure date of each school year and for any summer session or extra session
  - Subjects taken during each year, including summer or extra sessions, and marks or credits given
  - Verification of or exemption from required immunizations
  - Date of high school graduation or equivalent

POLICY #2701:

CURRICULUM ASSESSMENT

The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the Charter School. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Superintendent of the Charter School or his/her designee shall review the effectiveness of the curriculum in meeting the Charter School's educational program needs. He/she shall provide the Board and with regular reports on student progress in reaching the Charter School's educational goals, including professional development of staff. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the Charter School.

Elements of the evaluation may include the following:

1. Test, surveys, inventories, checklist, etc. of student behavior;
2. Observing pupil behavior that can be assessed subjectively by teachers, peers or the student himself/herself;
3. Planning and carrying out experiences for students that are designed to bring about the desired outcomes;
4. Tests, measurements and observations during or after the learning experience;
5. Comparing outcomes with objectives;
6. Comparing the Charter School curriculum with the standards formulated by the State Department of Education and other federal law and regulations;
7. All State mandated assessments;
8. Student writing samples and end-of-course grades.

Each year the Superintendent of the Charter School or his/her designee shall evaluate and provide the Board with the results of the evaluation so that the Board will be able determine the extent to which the Charter School has accomplished or made significant progress toward achieving its professional development and educational goals.

POLICY #2702: (NOT YET DOPTED BY THE BOARD)

CURRICULUM DEVELOPMENT AND MODIFICATION

Monitoring the school's curriculum shall be a top priority of the Board and an on-going process which is part of the routine operation of the Board. The Board shall ensure that the school provides a comprehensive instructional program to serve the educational needs of the Charter School's students. The Board accepts responsibility for monitoring the school administration's efforts to identify what students should learn. Therefore the Board shall ensure that OMI adopts a curriculum which reflects the goals and objectives of the community to the greatest extent possible and which is compliant with State-adopted curriculum standards and the requirements of the law.

The Superintendent of the Charter School or his/her designee shall have the general coordinating authority over the design and development of the curriculum. The Superintendent of the Charter School or his/her designee shall develop a process for curriculum review and development, which shall include the participation of teachers, administrators, students, parents/guardians and members of the community.

The Superintendent of the Charter School or his/her designee shall keep the Board informed regarding current curriculum efforts and student achievement. The Superintendent of the Charter School or his/her designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation by the Board. As appropriate, the Board shall discuss curricular matters with teachers, administrators, students, parents/guardians and members of the community.

Curriculum improvement is to be based upon:

1. research that is educationally sound;
2. change in legislation;
3. needs of students, teachers, and parents.

The following are to be considered when making any changes in program or curriculum:

1. costs within budget approved by the Board;
2. available facilities, material and personnel.

The Superintendent of the Charter School or his/her designee shall have the responsibility for implementing an instructional program which is articulated at all levels.

In cases where a curriculum/program change which the Superintendent deems to be significant is being considered, the Superintendent of the Charter School or his/her designee shall form a joint study committee of teachers, administrators, students, parents/guardians and members of the community. The Committee is to develop an information sheet describing the curriculum/program change. The Committee shall share its findings and the Superintendent shall report his/her final adoption decisions to the Board.

POLICY #2703:

ASSESSMENTS AND EXAMINATIONS

The purpose of examinations is to help students, parents/guardians and teachers identify each student's educational performance, growth and areas needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and therefore, an extensive scope of the student's learning.

Examinations Required by the State and Federal Governments

The Charter School students shall participate in all state and federal required examinations. Such examinations provide the Charter School with information for evaluation and future planning. State and federal examinations also indicate the Charter School's effectiveness in carrying out its educational mission.

Whenever examinations required by law are administered, the Superintendent of the Charter School or his/her designee shall provide parents/guardians written notice of the date of the examination, the uses and importance of the examination, and the student's test results.

All examinations required by the state or federal law will be administered according to law on the dates required by law.

Special Education students shall participate in state and federal examinations according to their Individualized Education Program.

Parents/guardians may obtain for their student an exemption from the state and federal examinations only by written request sent to the Superintendent of the Charter School or his/her designee.

Grading

Student progress evaluation provides information on student learning and where the student needs improvement. Parents/guardians are integral to student educational accomplishments. Therefore, student/parent/teacher conferences will be conducted quarterly. Parents/guardians will receive report cards indicating their student's educational and citizenship progress. Parents/guardians will be notified of deficiencies in their student's educational program.

At student/parent/teacher conferences, parents/guardians will be informed as to the goals and objectives of the class, grading procedures for academic and citizenship grades, classroom practices and procedures, and parent/guardian responsibilities including but not limited to volunteering at the School.

Teachers are responsible for setting objective standards for grading academics and citizenship and shall make these standards known to the parents/guardians. Teachers are responsible for assigning grades to the students in their classes. In the absence of a finding that the grade was inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence not based on the personal observation of a named person with the time and place of observation noted, misleading, or in violation of the privacy or other rights of the pupil, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

If a student or parent/guardian believes a grade is unfair or inappropriate, the grade can be appealed to the Pupil Record Challenge Board. Before filing an appeal, the student or parent/guardian is encouraged to appeal directly to the teacher of the class. If the issue cannot be resolved with the teacher, the student or parent/guardian may request a meeting with the Director of Instruction. Any meeting with the Director of Instruction and student or parent/guardian shall include the teacher who assigned the grade in dispute.

If the matter is still unresolved, the student or parent/guardian shall appeal in writing to the Pupil Record Challenge Board.

Only in cases of illness or lack of transfer grades for new students will a definite grade not be assigned. In such cases, the student shall receive an "incomplete" unless the work required to complete the class is not completed within a specified reasonable period of time given by the teacher, in which case the student shall receive a "failure."

POLICY #2704:

CLASS RANK

The Board of Directors believes that due to the unique nature of the Oakland Military Institute College Preparatory Academy as a military academy, a cadet's class rank should be based upon more than simply academic course work. Therefore, the board adopts the policy that a cadet's class rank is calculated using three components as follows.

ACADEMIC COMPONENT SCORE (ACS): 70% for Grade Point Average,

LEADERSHIP COMPONENT SCORE (LCS): Demonstrated Leadership is evaluated on the basis of a cadet's assigned leadership position in the California Cadet Corps organization (10%), school service (5%), and community service (5%).

PHYSICAL COMPONENT SCORE (PCS): Physical Fitness Activities include participation in Intramural and Interscholastic Athletics (5%) and scores on the annual Fitnessgram Physical Fitness Assessment (5%).

POLICY #2705:

GRADUATION REQUIREMENTS

The Board of Directors of the Oakland Military Institute College Preparatory Academy recognizes that high graduation standards promote excellence and provide the highest possible chance of student entry to college upon graduation from the Academy. Therefore, the board adopts the following graduation requirements:

Required Subjects	**Credits**	**Semesters**
English (10 ea in Grs 9-12)	40	8
Math (2 semesters per subject, Including Algebra I, Algebra II & Geometry)	30	6
Science (Including Physical Science, Life Science and one other college preparatory science course)	30	6
World History	10	2
US History	10	2
Government/ Economics	10	2
Foreign Language	20	4
Visual/ Performing Arts	10	2
English Electives (ESL, Language Arts or Honors)	20	4
Electives (i.e.: ESL, Language Arts, Honors English, Art, Music)	40	8
Leaders of Character / Physical Education	40	8 sem
TOTAL	**260 minimum**	

Advancement to the Next Grade Level

To have 10th grade standing, cadets must have completed 60 credits prior to enrollment for their 10th grade year. To have 11th grade standing, cadets must have completed 130 credits prior to enrollment for their 11th grade year. To have 12th grade standing, cadets must have completed 190 credits prior to enrollment for their 12th grade year.

POLICY #2706:

PARTICIPATION IN GRADUATION CEREMONIES AND RECEPTION OF DIPLOMAS

In order to graduate, participate in graduation ceremonies, and receive a diploma, students must complete all graduation requirements identified in the adopted Board Policy. In addition, students must also pass the California High School Exit Exam (CAHSEE), successfully complete a senior thesis project, and adhere to all citizenship standards.

POLICY #3001

ACCEPTANCE OF GIFTS:

All gifts or donations exceeding $100 in value must be accepted by the Board at a regularly scheduled Board meeting.

POLICY #3002

CAPITAL EXPENDITURES

Definition

1. Capital

   The term *capital* shall mean equipment with a useful life of more than one year and valued at one thousand dollars ($1,000) or more, including actual or estimated tax, shipping and handling, and land, buildings, and improvements, other than buildings valued at five thousand dollars ($5,000) or more. All items over one thousand dollars ($1,000) with a useful life of more than one year shall be capitalized. Assets under one thousand dollars ($1,000) with a useful life of more than one year may be capitalized only upon permission of the Superintendent.

2. Equipment Classified as Capital

   In addition, in order to maintain property control, the following are recorded and tracked the same as capital even though they may be less than one thousand dollars ($1,000) or have a useful life of less than a year: (1) equipment purchased with grant funds or required by the terms of the grant to be tracked as capital; (2) furnishings for new spaces; (3) cameras; (4) musical instruments; and (5) television sets, VCR units, AV projectors, computer systems (PC, keyboard, monitor, printer and hard drives).

3. Capital Improvements and Expenses

   A guiding principle for distinguishing between a capital improvement and a repair and maintenance expenditure is that a capital improvement results in an improved asset. If expenditure increases the utility or significantly extends the useful life of an asset, the expenditure should be capitalized. If an expenditure only maintains the original condition of the asset, the expenditure should be classified as an expense.

Budget: Capital Expenditures

Except in emergencies or for reasons of economy, the purchase of major pieces of equipment classified as capital shall be scheduled so that annual budgetary appropriations for capital purposes either will be of similar size or will show a continuous trend without severe fluctuations.

The Governing Board in cooperation with the Superintendent shall draft a capital improvements program which will project Charter School needs for a six-year period. Individual capital projects shall be assigned priorities. The schedule shall be reviewed and updated annually. Copies shall be provided to the Governing Board for review and consideration.

In addition to items specifically included in the Charter School Annual Budget, the Superintendent may purchase capital items costing up to fifteen thousand dollars ($15,000). The purchase of capital equipment exceeding these limits, which has not received prior budget approval, must be approved by the Governing Board.

POLICY #3003:

USE OF SCHOOL CREDIT CARD

A Visa Credit card will be provided to the Superintendent and Director of Instruction solely for school-related purchases. The overall control of the card usage is to be monitored and maintained by the School's Director of Finance.

No changes to requirements listed herein may take place without approval of the Board of Directors.

Eligibility:

The Superintendent and Director of Instruction are the only school employees to have a card issued in their name on behalf of the School.

Credit and Expenditure Limitations:

The Board has set the following limits of credit for each card:

Employee	Card Credit Limit	Monthly Expenditure Limit
Superintendent	$5,000	$5,000
Director of Instruction	$5,000	$5,000
Total School Credit Limit: $10,000		

Card Issue

Each card issued will be in the name of the individual on behalf of OMI and each card will have a different code number for ease of identification.

Each member of staff who has a card issued to them is to be made aware of the limits of their individual card. They must sign an agreement which states they understand the conditions of issue which shall be maintained in the employee file and financial records of the School. The form for the agreement shall be described below.

Any staff member who has been issued with a card and subsequently terminates their employment with OMI must return their card which will be destroyed on receipt.

Limitations on Use

The card shall be used solely by the designated employees and for official School purposes and only in accordance with the approved School budget. The card shall only be used when time or other practical constraints would prevent the payment of expenditures through standard School accounts payable methods.

Receipts for purchases must be provided on a monthly basis to the Director of Finance.

No cash withdrawals are allowed from the credit card.

No personal purchases are to be made on the card.

Lost or stolen cards must be reported immediately to the Director of Finance.

Any employee who is found to be misusing the card in any way will have the card removed immediately and appropriate action taken as determined by the Board of Directors. The School reserves the right to reclaim inappropriate expenditures from any employee found to be misusing a School credit card.

Card Repayments

The Director of Finance shall be responsible for monthly payment of the charges incurred on School credit cards utilizing OMI general funds.

All statements issued by the credit card provider shall be reconciled with receipts and signed off by the Director of Finance .

Any discrepancy in the account will be investigated by the Director of Finance. The results of any investigation shall be shared with the Board of Directors for appropriate action and/or direction.

Copies of signed statements should be retained with financial records in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Form of Employee Agreement

"I, _____, have been issued a School credit card.

I understand and agree to the following conditions related to the use of the School credit card:

1) My credit card credit limit is $_____ and my monthly expenditure limit is $_____.
2) Only I can use the School credit card that I have been issued.
3) The card may only be used for official School purposes and only in accordance with the approved School budget.
4) The card shall only be used when time or other practical constraints would prevent the payment of expenditures through standard School accounts payable methods.
5) Receipts for purchases must be provided on a monthly basis to the Director of Finance.
6) No cash withdrawals are allowed from the credit card.
7) No personal purchases are to be made on the card.
8) Lost or stolen cards must be reported immediately to the Director of Finance.
9) Should a non-receipted purchase appear on the statement, or should the School find misuse of the credit card has occurred, the school reserves the right to retake the credit card and reclaim this expense from the cardholder and take any other action as allowable by law.

I acknowledge receipt of the School Credit Card issued in my name and will adhere to the terms and conditions agreed upon herein and as described in OMI School Board Policy #_____.

……..Signed ……..Dated

POLICY #3004:

ASSURANCES TO THE CALIFORNIA DEPARTMENT OF EDUCATION

The Board of Directors of the Oakland Military Institute College Preparatory Academy (OMI) affirms the following:

1. Programs and services offered by the Academy are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (CCR).
2. Programs and services offered by the Academy are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services offered by the Academy are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services offered by the Academy are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities offered by the Academy are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))
7. The administration of the Oakland Military Institute has developed and approved a Single Plan for Student Achievement and that the plan was developed with the review, certification, and advice of the OMI Parent Advisory Board. (*EC* §64001)
8. OMI will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to OMI under each state and federal program. (CCR T5, §4202)

9. For any State or Federal grants OMI receives, OMI will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. OMI shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
10. OMI has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, school advisory committees, and interested parties. (CCR T5, §4600 et seq.)
11. OMI declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82. (34 CFR Part 82)
12. OMI has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)
13. OMI provides reasonable opportunity for public comment on all grant applications and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4)).
14. OMI will, upon request, provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
15. OMI administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
16. OMI will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
17. OMI will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); *EC* §60640, et seq.)
18. OMI assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (*EC* §45344(a))

19. The OMI governing board has adopted the following policy on parent involvement that is consistent with the purposes and goals of *Education Code* Section 11502. OMI strives: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs into the school's master plan for academic accountability. (*EC*§§11502, 11504)
20. Results of an annual evaluation demonstrate that OMI is implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
21. OMI does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
22. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (*EC* §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
23. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. If available, one hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (*EC* §63001; CCR T5, §3944(a)(b))
24. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

POLICY #3005:

CONTRACT BIDDING

This policy outlines the Oakland Military Institute ("Charter School") bidding procedure for use in the purchase of equipment, supplies, and services, as well as bidding for construction projects such as new building and facility construction, reconstruction, rehabilitation, alterations and additions.

The following types of contracts will be let out for public notice and bidding:

(1) The purchase of more than $50,000.00 worth of equipment, materials or supplies to be furnished, sold, or leased to Charter School;
(2) More than $50,000.00 worth of services (excluding professional services and advice such as accounting, financial, legal or administrative matters).
(3) More than $50,000.00 worth of construction services, including maintenance and repairs.

For the above contracts, Charter School staff or contractors will solicit written bids from at least three (3) potential providers with written specifications. These bids will be reviewed by the Charter School Board, and a bid will be accepted.

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery, and service required.

POLICY #4001:

CODE OF ETHICS FOR BOARD MEMBERS

As a member of the Board, I shall promote the best interests of the Oakland Military Institute College Preparatory Academy ("Charter School") as a whole and, to that end, shall adhere to the following ethical standards:

Equity in attitude

- I will be fair, just, and impartial in all of my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

- I will be accountable to the public by representing Charter School policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in the Charter School's affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of Charter School resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

- I will refuse to surrender judgment to any individual or group at the expense of Charter School as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the Charter School if disclosed.

Commitment to service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered focus

- I will be continuously guided by what is best for all students of the Charter School.

POLICY #4002:

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Oakland Military Institute College Preparatory Academy hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of the Oakland Military Institute College Preparatory Academy ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the

designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
D. Superintendent of Charter School
E. Director of Instruction of Charter School
F. Director of Student Affairs of Charter School
G. Director of Finance of Charter School
H. Director of Operations of Charter School
I. Commandant of Charter School

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 2 of "Exhibit B."

A. Academic Manager
B. Technology Coordinator
C. Department Chairpersons
D. Financial Services Clerk (Accounts Payable/Receivable)

EXHIBIT B
Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the school, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the school.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is an administrator or investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department

for which the designated employee is responsible for purchasing. Investments include interests described in Category 1.

POLICY #4003:

DISPUTE RESOLUTION POLICY

These dispute resolution policies and procedures are to be followed by students, staff, or parents or guardians of students at Oakland Military Institute to resolve disputes within the School.
This policy does not cover complaints relating to discrimination or complaints regarding sexual harassment.

Procedure
1. Any complaint shall be put in writing and addressed to the appropriate staff member at OMI. All concerns related to military matters shall be directed to the Commandant. All concerns related to Academics shall be directed to the Director of Instruction. If a parent/guardian is unsure who to direct the complaint to, then they may address it to the Superintendent, who will give it to the appropriate administrator.
2. The Commandant or the Director of Instruction shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Commandant or the Director of Instruction, which shall occur no later than ten school days following the receipt of complaint.
3. If no resolution can be agreed upon between the Commandant or the Director of Instruction and the Complainant, the Commandant or the Director of
Instruction shall submit the complaint to the Superintendent.
4. The Superintendent may seek additional investigation by the Commandant or the Director of Instruction as is deemed necessary.
5. The Superintendent may seek additional information from the Complainant. Should the Complainant desire a meeting with the superintendent regarding the complaint, the Complainant should notify the Commandant or the Director of Instruction at a meeting with the Complainant.
6. The Superintendent will make the final determination regarding the dispute and shall notify the Complainant of the Superintendent's determination within ten school days of the determination.
7. Nothing in this procedure shall require or allow the Superintendent, nor any other employee of OMI to release confidential pupil or employee information to the Complainant or in any other unlawful manner unless required by law.

POLICY #4004:

OPERATION OF BOARD OF DIRECTORS MEETINGS

The OMI Board of Directors shall comply with the Brown Act and other applicable laws of the State of California with regard to open meetings and Board agendas.

Preparation Of School Board Agenda

The Superintendent shall be responsible for preparing the agendas for all Special and Regular Meetings of the Board.

Agenda Posting

Agendas for Regular Charter School Board Meetings shall be posted 72 hours in advance of such Meetings on the school's campus for public preview. Special Meeting agendas shall be posted at least 24 hours in advance of such Meetings. The Superintendent is responsible for posting of the agenda.

Agenda Distribution

The Board agenda with supporting information for a Regular Board Meeting should be delivered to Board members as soon as is practicable, but preferably 72 hours prior to the meeting. For Special Board Meetings, the agenda and supporting information should be delivered at least 24 hours prior to the Meeting. The Superintendent is responsible for the distribution of Board packets (which include the official agenda and all supporting information).

In addition to provision of agendas, the Board's complete public agendas shall be provided to those persons or parties who have requested to be placed upon the Charter School's mailing list. A fee may be charged for the service of providing an agenda.

For purposes of providing proper notice under the law, the Board shall comply with the Americans with Disabilities Act.

Anonymous Letters

It shall be the policy of the Board not to introduce anonymous letters in the agendas for Board Meetings.

Superintendent Duties Concerning Agendas

The Superintendent shall include on the agenda all items known to him/her to require action by the Board and other topics containing information necessary for the Board to carry out its responsibilities. S/he shall include on the agenda items which relate to school business as are requested for inclusion by members of the Board. The Superintendent is responsible for preparing all supporting information which may accompany each agenda topic originating from the administration or the Board.

Requests for Agenda Items

1. A citizen may request that a topic directly related to school business be placed on the agenda. The Board President shall determine whether the citizen request is or is not an item directly related to school business. Further, citizen-requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.
2. Requests for items to be included on the Board agenda by the Board or Board members, Charter School employees or citizens shall be in writing and submitted to the Superintendent's office seven (7) working days prior to the next regularly scheduled Board meeting.
3. Members of the Board or the Superintendent may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, it shall do so at the next Regular Board Meeting.
4. Citizens who request to have a topic on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Action/Voting

1. The Board may only take action on items formally listed on the Board agenda except in emergency or other circumstances as authorized by law.

2. When there is a tie vote, the topic under consideration does not pass or fail.

3. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next Regular Meeting.

BOARD POLICY #4005:

Regular & Special Board Meetings

Regular Meetings

Regular Meetings of the Board shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (federal, State or local), such regular meeting shall be held on the next business day.

Special Meetings

Special Meetings may be called on an as-needed basis, consistent with legal requirements.

Notification of Meetings

Not later than 72 hours prior to a Regular Meeting and not later than twenty-four (24) hours prior to a Special Meeting, the Superintendent shall provide notice of the time and place of the meeting, and the agenda shall be provided to all Board members and those persons or entities who have previously requested notice of such meetings.

Meetings Open To The Public

A. Open Session
All meetings of the Board shall be open to the public and the press except Closed Sessions, as authorized by law.

B. Presentations to the Board/Agenda Items
Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time the specific item is under discussion. The President of the Board may grant additional time for an individual to address the Board if circumstances permit. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. The President or Chair may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded.

All presentations shall be heard by the Board prior to the formal discussion of the agenda topic by the Board and consideration of action.

C. Oral Communications

Citizens may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three (3) minutes. No more than a total of fifteen (15) minutes shall be devoted to all non-agenda items at a regular meeting. The President or Chair may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, particularly if it appears that the total allotted time may be exceeded.

Citizens desiring Board action on an item are encouraged to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during "Oral Communications." This will facilitate discussion and expedite resolution.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be referred to the appropriate staff for the purpose of receiving a complaint form and filing a complaint under the Charter School's established complaint procedures.

D. Disturbance of Meetings

Any person who willfully disturbs any Board meeting will be asked to leave immediately and may be guilty of a misdemeanor punishable by law.

E. Requests to Address the Board

Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for oral communications shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the Board President or Secretary to the Board.

Minutes of Board Meetings

The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Board. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

The official minutes of the Board shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of Board which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board.

POLICY #4006:

THE ROLE OF THE BOARD AND THE SUPERINTENDENT

INTRODUCTION

Recognizing that charter schools are governed by boards, not by individual board members, and the relationship between the Board of Directors and the School's Superintendent is crucial to the effective operation of the school, this policy clarifies the Board of Directors' and the Superintendent's primary roles in governing and operating the School.

The Board of Director's primary roles include:

1. Hiring, supporting, and evaluating the Superintendent of the School so that the vision, goals and policies of the School can be effectively implemented
2. Hiring, discipline and dismissal of all employees of the Charter School after consideration of a recommendation by the Superintendent of the School.
3. Approval of all contractual agreements in excess of $15,000.
4. Adopting a fiscally responsible budget based on the School's vision and goals, and regularly monitoring the fiscal health of the School.
5. Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the School.
6. Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
7. The Board will establish committees of parents, educators, and community members as necessary.
8. Regularly measuring progress of both student and staff performance.
9. Involving parents and the community in the support of School programs.
10. Executing all other responsibilities provided for in the California Corporations Code.
11. Development, review, or revision of the School's accountability and mission.
12. Development and approval of the school calendar and schedule of Board meetings.
13. Adopting, evaluating, and updating of Board policies and procedures consistent with the law and the School's mission.
14. Review and action on requests for out of state or overnight field trips.

15. Participation in the dispute resolution procedure and complaint procedures when necessary.
16. Providing direction to the Superintendent pursuant to established policies.
17. Involving the community, parents/guardians, students and staff in developing a common vision for the School focused on learning and achievement and responsive to the needs of all students.
18. Maintaining accountability for student learning by adopting the School's curriculum and monitoring student progress.
19. Conducting regular and timely evaluations of the Superintendent based on the vision, goals and performance of the School, and ensuring that the Superintendent does the same for other personnel of the School.
20. Ensuring that a safe and appropriate educational environment is provided to all students.
21. Consulting with the Superintendent on his or her recommendations and taking action in consideration of them.
22. Exercising control of the School in accordance with the State and Federal Constitution, and applicable laws and regulations.
23. Providing adequate housing, equipment, supplies and other facilities for the operation of the School.
24. Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.
25. Approval of charter amendments.
26. Approval of annual fiscal and performance audits.
27. Approval of personnel discipline (suspensions or dismissals) as needed.
28. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
29. Submission of Items to Superintendent for inclusion on board meeting agendas.
30. Conducting elections of officers and as needed new board members.

The Superintendent's primary roles include:

1. Promoting the success of all students and supporting the efforts of the Board of Directors to keep the School focused on learning and achievement.
2. Valuing, advocating and supporting the School and all stakeholders.
3. Recognizing and respecting the differences of perspective and style on the Board of Directors and among staff, students, parents and the community and ensuring that the diverse range of views inform Board of Directors decisions.
4. Acting with dignity, treating everyone with civility and respect, and understanding the implications of demeanor and behavior.
5. Working with the Board of Directors as a "governance team" and assuring collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
6. Understanding the distinction between Board of Directors and staff roles, and respecting the role of the Board of Directors as the representative of the community.
7. Understanding that authority rests with the Board of Directors as a whole; providing guidance to the Board of Directors to assist in decision-making; and providing leadership based on the direction of the Board of Directors as a whole.

8. Communicating openly with trust and integrity including providing all members of the Board of Directors with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
9. Accepting leadership responsibility and accountability for implementing the vision, goals and policies of the School.

10. Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
11. Develop Board meeting agenda in conjunction with the Board Secretary.
12. Make recommendations to the Board on hiring, discipline and dismissal of School employees.
13. Supervise, either directly or through subordinates, all employees of the school.
14. Provide timely performance evaluations of all school employees at least annually.
15. Propose policies for adoption or review by the Board.
16. Provide comments and recommendations regarding policies presented by others to the board.
17. Communicate with School legal counsel as needed.
18. Stay abreast of school laws and regulations.
19. Approve all necessary purchase orders, pay warrants, and requisitions and, upon approval, forward on for processing.
20. Participate in the dispute resolution procedure and the complaint procedure when necessary.
21. Grant writing.
22. Establish and execute enrollment procedures.
23. Attend meetings with the Chief Financial Officer of the District as needed.
24. Provide all necessary financial reports as required for proper ADA reporting.
25. Make budget line item revisions when necessary and report changes regularly to the Board.
26. Develop and administer the budget in accordance with generally accepted accounting principles.
27. Present regular financial reports to the Board.
28. Provide assistance and coordination to the Faculty and Staff in the development of curriculum.
29. Oversee parent/student/teacher relations.
30. Attend IEP meetings when necessary.
31. Supervise student disciplinary matters.
32. Coordinate the administration of Standardized Testing.
33. Plan and coordinate student and parent orientation.
34. Attend all Board meetings and attendance as necessary at District Board of Education meetings as the charter representative.
35. Site safety.
36. Foster an amicable relationship between the District and School and facilitate a sharing of resources between both entities.

37. Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the District, and between the School and the community at large.
38. Establish procedures designed to carry out Board policies.
39. Create and appoint committees to assist in the execution of certain planning and administrative functions.
40. Create and submit for approval by the Board a school calendar and daily schedule by the June meeting of the Board.

41. Manage communications between the District Board and the Board of the Charter School as needed.
42. Develop and present the School Annual Performance Audit to the Board and the District Board.
43. Present fiscal audit to the Board of the Charter School and after review by the School Board present a fiscal audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.
44. Facilitate open house events.
45. Facilitate all Board meetings (i.e. booking of location and set up/take down at location, Brown Act requirements)

The above duties may be delegated or contracted as approved by the Board to a business administrator of the School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights.) or to a third party provider.

Each individual member of the Board of Directors shall:

1. Keep learning and achievement for all students as the primary focus.
2. Recognize and respect differences of perspective and style on the Board of Directors and among staff, students, parents and the community.
3. Act with dignity and understand the implications of demeanor and behavior.
4. Keep confidential matters confidential.
5. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
6. Understand the distinctions between Board of Directors and administration roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
7. Comply with legal responsibilities related to conflicts of interest
8. Understand that authority rests with the Board of Directors as a whole and not with individuals.

POLICY #4007:

POLICY OF NON-DISCRIMINATION

The Oakland Military Institute is non-sectarian in its programs, admission policies, employment practices, and all other operations; does not charge tuition; and does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race, or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

POLICY #4008:

SEXUAL HARASSMENT POLICY OF THE OAKLAND MILITARY INSTITUTE
(FOR ALL EMPLOYEES/STUDENTS OF THE OAKLAND MILITARY INSTITUTE)

Introduction: Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. The Oakland Military Institute does not condone or tolerate any form of sexual harassment involving employees or students. The school is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. OMI will take appropriate action to prevent and correct behavior that violates this policy. If necessary, the school will also take disciplinary action against employees and students. Employees who violate the policy will be subject to such actions as oral or written reprimand, professional counseling, reassignment, demotion, suspension or termination. Disciplinary actions for students who violate the policy include a conference, suspension and/or expulsion depending on the circumstances and severity of the offense. The policy applies to all sexual harassment incidents involving OMI employees and addresses acts committed by a person of either sex against a person of the opposite or same sex. The policy recognizes that it is unlawful for employees to commit acts of sexual harassment. Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate behavior and is subject to disciplinary action under the OMI discipline policies. It is the responsibility of the school administration to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. The school prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

What Is Sexual Harassment? Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction or participation in other school activities;
- When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual advances; and/or

- When such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance or creating an intimidating, hostile, or offensive work or learning environment.

It is against OMI policy and unlawful for OMI employees to commit acts of sexual harassment. Sexual harassment committed by students against students or staff is inappropriate behavior and violates OMI policies.

Prohibited Conduct Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior. For example:

- Grabbing, touching or patting
- Sexual propositions
- Sexually offensive pictures, magazines, notes, calendars, cartoons, or jokes
- Unwanted flirtations or advances
- Verbal abuse
- Repeated pressure or requests for sexual activities
- Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors
- Graphic comments about an individual's body or dress
- Sexually degrading names

Such conduct may also constitute sexual harassment. In determining whether prohibited conduct constitutes sexual harassment, consideration will be given to the totality of the circumstances, including the context in which the conduct occurred. Dating or sexual relationships between employees/adult volunteers and students is prohibited.

Expectations: The expectation of the Board of OMI is that employees and students will be committed to creating and maintaining an environment in which all persons participating in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. In order to ensure the fulfillment of this expectation:

- OMI policy on sexual harassment will be communicated to all employees and students.
- Education programs, to include all employees and students, will be implemented.
- Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.
- Confidentiality will be maintained in all phases of the complaint process in accordance with policy and OMI obligation to investigate and address complaints.
- Retaliation against anyone who files a complaint about sexual harassment or cooperates with an investigation is prohibited.

Legal Protection In addition to the OMI policy, there are several other federal and state measures that protect individuals from sexual harassment discrimination and provide specific prohibitions against acts of discrimination or other unlawful conduct.

Federal Law

- Title VII of the Civil Rights Act of 1964, as amended in 1972 and 1991, prohibits discrimination on the basis of sex in all terms, conditions or privileges of employment.
- Title IX of the Education Amendments of 1972, as amended, prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance.

California Law

- The Sex Equity in Education Act of California's Educational Equity Laws prohibits sex discrimination, including sexual harassment, in any California academic, athletic, extracurricular, research or financial aid program that receives state money. The California Sex Equity in Education Act requires that educational institutions of the state have a written policy on sexual harassment that is distributed to students, faculty, and parents. This statement must include information on where to obtain the specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies.

Actions for Employees If you believe you are the subject of sexual harassment, you should report such incidents. You can report this information verbally or in writing to your immediate supervisor or principal. You may also report it directly to the Superintendent.

When reporting such an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, any documents, papers and/or other exhibits.

Actions for Students If you believe that you are the subject of sexual harassment or the focus of inappropriate behavior, you should report such incidents to your parents and school authorities.

You can report the information verbally or in writing to the principal, a guidance counselor, a teacher, or another staff person. You may also contact the Superintendent directly.
When reporting an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, documents, papers and/or other exhibits. Students may receive guidance, advice, support, and/or advocacy from school staff, including administrators, counselors, teachers, or other staff.

POLICY #4009:

UNIFORM COMPLAINT POLICY AND PROCEDURES

Oakland Military Institute's ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:
(1) complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on

the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
(2) complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, no child left behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee on a case-by-case basis.

The charter school prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law:
Superintendent, Oakland Military Institute, 3877 Lusk Street, Oakland, CA 94608

The superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the superintendent or designee.

Notifications- The superintendent or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The superintendent or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

EXHIBIT "A"

PREMISES

EXHIBIT "B"

Integrated Pest Management Program (Administrative Regulation 3514.2)

OAKLAND UNIFIED SCHOOL DISTRICT
Administrative Regulation

AR 3514.2
Business and Noninstructional Operations

Integrated Pest Management

The Superintendent or Deputy Superintendent of Business Services shall develop and implement an integrated pest management program that incorporates effective least toxic pest management practices.

Integrated pest management is a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. (Food and Agricultural Code 13181)

Procedures

In the control and/or management of pests at district facilities, the Superintendent or Deputy Superintendent of Business Services shall:

1. Carefully monitor and identify the pest and the site of infestation. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property or the environment.

2. Consider a full range of possible alternatives. Such alternatives include not taking any action or controlling the pest by physical, mechanical, chemical, cultural or biological means.

3. Select nonchemical pest management methods over chemical methods, whenever they are effective to provide the desired control. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents.

4. Use the least toxic material when it is determined that a chemical method of pest management must be used. The least toxic material shall be chosen and applied in accordance with law.

5. Limit pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff, and they shall be stored and disposed of in accordance with state regulations and label directions registered with the Environmental Protection Agency.

(cf. 3514.1 - Hazardous Substances)

6. Ensure that persons applying pesticides follow label precautions and are trained in the principles and practices of integrated pest management.

(cf. 4231 - Staff Development)

Notification

The Superintendent or Deputy Superintendent of Business Services shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year. The notification shall include at least the following: (Education Code 17612)

1. The Internet address used to access information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to Food and Agricultural Code 13184.

2. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it.

3. An opportunity for interested persons to register to receive notification of individual pesticide application at the school site. The Superintendent or Deputy Superintendent of Business Services shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application.

4. Other information deemed necessary by the Superintendent or Deputy Superintendent of Business Services.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

If a pesticide product not included in the annual notification is subsequently intended for use at the school site, the Superintendent or Deputy Superintendent of Business Services shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

Posting of Warning Signs

The Superintendent or Deputy Superintendent of Business Services shall post a warning sign at each area of the school site where pesticides will be applied, at least 24 hours prior to the application and until 72 hours after the application. The warning sign shall display the following: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"

2. The product name, manufacturer's name, and the Environmental Protection Agency's product registration number

3. Intended areas and dates of application

4. Reason for the pesticide application

Notification During Emergency Conditions

Whenever the Superintendent or Deputy Superintendent of Business Services deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons, or the school site, he/she shall make every effort to provide the required notifications prior to the application of a pesticide. In such a case, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education
Code 17609, 17612)

(cf. 3514 -Environmental Safety)

Records

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording of the amount of the pesticide used. (Education Code 17611)

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
17608-17613 Healthy Schools Act of 2000
17366 Legislative intent (fitness of buildings for occupancy)
48980.3 Notification of pesticides
FOOD AND AGRICULTURAL CODE
11401-12408 Pest control operations and agricultural chemicals
13180-13188 Healthy Schools Act of 2000
GOVERNMENT CODE
3543.2 Scope of representation; right to negotiate safety conditions
6250-6277 California Public Records Act
CODE OF REGULATIONS, TITLE 8
340-340.3 Employer's obligation to provide safety information
5142 Heating, ventilating and air conditioning systems; minimum ventilation
5143 Mechanical ventilating systems; inspection and maintenance
UNITED STATES CODE, TITLE 7
136-136y Insecticide, Fungicide and Rodenticide Act
CODE OF FEDERAL REGULATIONS, TITLE 40
763.93 Management plans
763.94 Record keeping

Management Resources:
CDE PUBLICATIONS
Indoor Air Quality, A Guide for Educators, 1995
U.S. ENVIRONMENTAL PROTECTION AGENCY
Pest Control in the School Environment: Adopting Integrated Pest Management, 1993
WEB SITES
CDE: http//www.cde.ca.gov
California Department of Pesticide Regulation: http://www.cdpr.ca.gov
U.S. EPA: http//www.epa.gov

8/25/04

EXHIBIT "C"

Shared Recreational Use

The OUSD facilities division shall include OMI's Regimental Hall, Leaders' Field, and Patriot Court (as well as any additional recreational facilities agreed upon by OUSD and OMI as appropriate for joint use) on its listing of available facilities under the "Civic Center Permit" program, as well as in its listing of available facilities during non-school hours for use by internal OUSD entities.

Requests to use any of these OMI facilities during non-school hours will be sent through the OUSD facilities office to the Superintendent of OMI who will work with requesting groups to accommodate such requests in conjunction with the OMI master calendar.

OMI's superintendent will respond to such requests within five business days and will collaborate with requesting entities to find alternative dates in the event that a requestor's first choice is not available. Actual costs for any custodial or security services will be borne by the requesting entity.

File ID Number: 13-1110
Introduction Date: 6/12/13
Enactment Number: 13-1133
Enactment Date: 6/12/13
By: O.L

ACCEPTED AND AGREED on the date indicated below:

OAKLAND UNIFIED ~~SCHOOL DISTRICT~~

David Kakashiba, President, Board of Education

Date: 6/14/13

Edgar Rakestraw, Jr., Secretary, Board of Education

Date: 6/14/13

OAKLAND MILITARY INSTITUTE,
COLLEGE PREPARATORY ACADEMY

BY:
ITS: Superintendent

Date: 17 June 2013

APPROVED AS TO FORM

Jacqueline Minor, OUSD General Counsel

Date: 6/17/2013

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: The District certifies to the best of its knowledge and belief, that it and its officials: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List.
https://www.sam.gov/portal/public/SAM

Jacqueline Minor, OUSD General Counsel

Appendix E: Special Education Local Plan, Procedural Requirements, Letter of Good Standing

Special Education Local Plan

August 2017

Ed Manansala, Ed. D., Superintendent of Schools

El Dorado County Office of Education

David M. Toston, Associate Superintendent, SELPA Programs

Table of Contents

CHAPTER I 20
CERTIFICATION OF PARTICIPATION, COMPATIBILITY AND COMPLIANCE ASSURANCES 20
CHAPTER II 23
ASSURANCE STATEMENT 23
CHAPTER III 29
GOVERNANCE AND ADMINISTRATION 29
AGREEMENT FOR PARTICIPATION 39
REPRESENTATIONS AND WARRANTIES 48
CHAPTER IV 49
POLICIES / PROCEDURES 49
El Dorado County Charter SELPA Policies 50
and Administrative Regulations 50
DISPUTE RESOLUTION PROCESS POLICY 51
Chapter V 52
ATTACHMENTS 52
Attachment A 53
List of Original Members of the El Dorado County Charter SELPA – 2006/07 53
ASPIRE Summit Charter Academy 53
ASPIRE Millsmont Elementary Academy (Closed 7/1/13) 53
ASPIRE University Charter 53
Leadership Public Schools – San Jose (Closed as of 7/1/16) 53
Leadership Public Schools – Hayward - SBE 53
Leadership Public Schools – College Park (Oakland) (Closed 07/1/13) 53
Leadership Public Schools – Richmond 53
Leadership Public Schools – Campbell (Closed in 07/08) 53
Edison Charter Academy 53
Envision Academy For Arts and Technology 53
Attachment B 54
List of Additional Members of the El Dorado County Charter SELPA – 2007/08 54
ASPIRE Junior Collegiate Academy (Previously known as ASPIRE Clarendon Elementary – SBC) 54
ASPIRE Port City Academy - SBC 54
Lifeline Charter Academy - SBE 54
Rocketship Mateo Sheedy Elementary (Previously known as Rocketship One) 54
City Arts and Tech High (Previously known as Envision City Arts & Technology High School (CAT)) 54
Envision Metropolitan Arts & Technology High School (METRO) (Closed 07/01/13) 54

Impact Academy of Arts & Technology (Previously known as Envision Impact Academy) 54
Attachment C 55
08/09 Charter SELPA Local Plan Revisions To Add Additional Charter Schools for 2008/09 (Submitted to CDE in December, 2008) 55
Livermore Valley Charter School (Closed 7/1/17) (Previously SBE) 58
AUDEO 61
Charter School of San Diego 64
Micro Enterprise Charter Academy - SBE(M.E.C.A.) (Closed 7/1/13) (This school changed its name to Doris Topsy-Elvord Academy) 67
ASPIRE Berkley Maynard Academy 70
ASPIRE California College Preparatory Academy (Closed 7/1/15) 73
ASPIRE Golden State College Prep Academy (Previously known as ASPIRE Millsmont Secondary Academy) 76
Attachment D 79
09/10 Charter SELPA Local Plan Revision 79
To Make Technical Changes to the Charter SELPA Local Plan 79
and To Add Additional Charter Schools for 2009/10 79
Arroyo Paseo Charter High School (Closed 7/1/17) 82
Darnall Charter School 85
East Palo Alto Phoenix Academy (Merged with Aspire East Palo Alto Charter School as of 07/01/14) 88
ASPIRE Eres Academy 91
Gompers Preparatory Academy (Previously known as Gompers Charter Middle School) 94
King/Chavez Preparatory Academy 97
KIPP Adelante Preparatory Academy 100
Magna Carta Charter School (This school did not open) 103
Mirus Secondary School 106
Nea Community Learning Center 109
Rocketship Si Se Puede Academy (Previously known as Rocketship Two Elementary School) 112
King/Chavez Academy of Excellence 115
King/Chavez Arts Academy 118
King/Chavez Athletics Academy 121
King/Chavez Community High School 124
King/Chavez Primary Academy 127
Attachment E 130
09/10 Charter SELPA Local Plan Revision #2 To Add Additional SBE/SBC Charter Schools for 2009/10 130

ASPIRE Vanguard College Preparatory Academy (Previously known as ASPIRE College Preparatory Academy Summit) 133
Barack Obama Charter School 136
Pacific Technology School San Juan (Closed 2009/10) 139
Pacific Technology School Santa Ana (Closed as of 07/01/14 and re-opened as Magnolia Science Academy) 142
Western Sierra Collegiate Academy 145
River Montessori Charter School 148
Aspire Titan Academy 151
ASPIRE Alexander Twilight College Preparatory Academy (Previously known as Aspire College Preparatory Sacramento) 154
Attachment F 157
2010/11 Charter SELPA Local Plan Revision To Make Technical Changes to the Charter SELPA Local Plan and To Add Additional Charter Schools for 2010/11 157
Alameda Community Learning Center 161
Einstein Academy (Previously known as Albert Einstein Academy Charter - Elementary School) 164
Albert Einstein Academy Charter - Middle School 167
Alliance-Dr. Olga Mohan High School (Exited 7/1/15) (Previously known as College-Ready Academy High School #4) 170
Alliance/College-Ready Academy High School #5 (Closed 7/1/12) 173
Alliance/College-Ready Academy High School #7 (Closed 7/1/12) 176
Alliance Cindy and Bill Simon Technology Academy High (Exited 07/01/16) (Previously known as Alliance/College-Ready Academy High School #11) 179
Alliance/College-Ready Middle Academy #3 (As of 7/1/13 Alliance Christine O-Donovan Middle School (Previously known as College-Ready Middle Academy #3) merged with Alliance William and Carol Ouchi High School to become the Alliance Ouchi-O'Donovan 6-12 Complex) 182
Alliance/College-Ready Middle Academy #4 (Exited 7/1/15) 185
Alliance/College-Ready Middle Academy #5 (Exited 7/1/15) 188
Alliance/College-Ready Middle Academy #7 (Closed 7/1/15) 191
Alliance/Environmental Science and Technology High School (Exited 7/1/14) 194
Alliance/Gertz-Ressler High School (Exited 7/1/15) (As of July 1, 2013 these two schools merged- Alliance Richard Merkin Middle Academy and Alliance Gertz-Ressler High School merged to become the Alliance Gertz-Ressler/Richard Merkin 6-12 Complex) 197
Alliance/Health Services Academy High School (Exited 7/1/14) 200
Alliance Judy Ivie Burton Technology Academy High (Exited 7/1/16) (Previously known as Alliance/Heritage College-Ready Academy High School) 203
Alliance Collins Family College-Ready High (Exited 7/1/16) (Previously known as Alliance/Huntington Park College-Ready Academy High School) 206
Alliance/Jack H. Skirball Middle School (Closed 7/1/12) 209

Alliance/Marc and Eva Stern Math and Science School (Exited 7/1/15) 212
Alliance/Media Arts and Entertainment High School (Exited 7/1/14) 215
Alliance/Richard Merkin Middle School (Merged with Alliance Gertz-Ressler High School on 7/1/13) 218
Alliance Ouchi-O'Donovan 6-12 Complex (7/1/13 merged, Alliance/William and Carol Ouchi High School (with Alliance Christine O-Donovan Middle School) 221
ASPIRE/Alexander Twilight Secondary Academy - SBE 224
ASPIRE/Antonio Maria Lugo Academy 227
ASPIRE/Benjamin Holt College Preparatory Academy 230
ASPIRE/Capitol Heights Academy 233
ASPIRE Ollin University Preparatory Academy (Previously known as ASPIRE/Centennial College Preparatory Academy) 236
ASPIRE APEX Academy (Previously known as ASPIRE/Downtown Stockton Preparatory Academy (SBC)) 239
ASPIRE/East Palo Alto Charter School 242
ASPIRE/Huntington Park Charter School (Closed 7/1/15) 245
ASPIRE/Langston Hughes Academy 248
ASPIRE/Lionel Wilson College Preparatory Academy 251
ASPIRE/Monarch Academy 254
ASPIRE/River Oaks Academy 257
ASPIRE/Rosa Parks Academy 260
ASPIRE Vincent Shalvey Academy (Previously known as ASPIRE/University Public School) 263
CAVA at San Joaquin (Closed 7/1/12) 266
California Virtual Academy @ San Mateo (Previously known as CAVA at San Mateo) 269
Dixon Montessori Charter - SBE 272
FAME Public Charter School (Closed 7/1/15) 275
San Francisco Flex Academy-SBE (Closed as of 7/1/16) 278
Hardy Brown College Preparatory 281
Ingenium (Exited 7/1/16) 284
Livermore Valley Charter Preparatory High School (Closed 7/1/17) 287
Magnolia Science Academy 290
Nova Meridian Academy (school did not open) 293
Oakland School for the Arts 296
The O'Farrell Charter (Previously known as O'Farrell Community Center for Advanced Academy) 299
one.Charter School (Exited 7/1/13) 302
Paragon Collegiate Academy 305
Rocketship Los Suenos Academy (Previously known as Rocketship Three) 308

Rocklin Academy (Meyers Street) 311
Rocklin Academy (Turnstone) 314
San Joaquin Building Futures Academy (Exited 7/1/13) 317
St. Hope Public School 7 320
Sacramento Charter High School (previously known as St. Hope) 323
Stockton Collegiate International Elementary School 326
Stockton Collegiate International Secondary School 329
Learning Choice Academy (Previously known as The Learning Choice Academy) 332
Preuss School (Previously known as The Preuss School UCSD) 335
Attachment G 338
2010/11 Charter SELPA Local Plan Revision #2 To Add Additional Charter Schools for 2010/11 338
Alta Vista Public School (Closed 7/1/17) 341
California College, Career & Technical Education Center - SBE (Closed 7/1/11) 344
Eleanor Roosevelt Community Learning Center 347
Attachment H 350
2011/12 Charter SELPA Local Plan Revision To Make Technical Changes to the Charter SELPA Local Plan and To Add Additional Charter Schools for 2011/12 350
Academy of Personalized Learning (Closed effective 7/1/17, reopening as Phoenix Charter Academy) 354
ACE Empower Academy (Previously known as ACE Charter) 357
Alliance - College Ready Academy High #16 (Exited 7/1/16) 360
CAVA@Kern (Closed 7/1/12) 363
California Virtual Academy @ Kings (Previously known as CAVA@Kings) 366
Community School for Creative Education 369
Cox Academy 372
Crescent Valley Public Charter 375
Father's Heart Charter School (Closed 7/1/13) 378
Five Keys Adult School (SF Sheriff's) 381
Five Keys Charter (SF Sheriff's) 384
Five Keys Independence HS (SF Sheriff's) 387
Fortune School of Education 390
Gilroy Prep 393
Golden Lakes Charter (Closed 7/1/13) 396
Harriet Tubman Village Charter 399
John Adams Academy 402
Keiller Leadership Academy 405
Mission Preparatory - SBE 408

Mission View Public School 411
North Woods Discovery (Closed 7/1/16) 414
Oakland Military Institute College Preparatory Academy 417
Paragon Collegiate Academy 420
Redding School for the Arts (Previously known as Redding School for the Arts II) 423
Rocketship Discovery Prep (Previously known as Rocketship Five Elementary) 426
Rocketship Mosaic Elementary (Previously known as Rocketship Four Elementary) 429
Santa Clarita Valley International Charter School 432
Silicon Valley FLEX Academy (Closed as of 7-2016) 435
Summit Public School: Rainier 438
Summit Public School: Tahoma 441
Sunrise Middle School 444
Urban Discovery Academy Charter 447
Yu Ming Charter School 450
Attachment I 453
2012/13 Charter SELPA Local Plan Revision To Add Additional Charter Schools for 2012/13 453
ACE Charter High School 457
Achieve Academy 460
Alpha: Blanca Alvarado Middle (Previously known as Alpha Middle) 463
Ambassador Phillip V. Sanchez Public Charter 466
Antelope Valley Learning Academy 469
ASCEND 472
Bayshore Preparatory Charter School 475
Clayton Valley Charter High 478
Coastal Academy 481
Crescent View South Charter School 484
Crescent View West Charter School 487
Desert Sands Charter 490
Diego Hills Charter 493
Diego Valley Charter 496
iLEAD Lancaster Charter 499
Inland Leaders Charter 502
KIPP Bayview Academy 505
KIPP Bridge Charter School 508
KIPP Heartwood Academy 511
KIPP King Collegiate High 514

KIPP San Francisco Bay Academy 517
KIPP San Jose Collegiate 520
KIPP Summit Academy 523
Learning Without Limits 526
McGill School of Success 529
Oak Park Preparatory Academy 532
Rocketship Academy Brilliant Minds (Previously known as Rocketship Six Elementary) 535
Rocketship Alma Academy (Previously known as Rocketship Seven Elementary) 538
Synergy (SBE) (Closed 1/22/16) 541
Urban Montessori Charter 544
Vista Real Charter High School 547
William Lee College Prep (This charter was determined to be a part of Fortune School and is not a separate member of the El Dorado County Charter SELPA) 550
World Academy (Closed 06/30/14) 553
Attachment J 556
2012-13 Charter SELPA Local Plan Revision #2 To Add Additional Charter Schools for 2012-13 556
Assurance Learning Academy 559
California Virtual Academy @ Fresno (Previously known as CAVA@Fresno) 562
Golden Lakes Charter School @ La Grange (Closed 7/1/13) 565
Howard Gardner Community Charter 568
Lazear Charter Academy (Previously referred to as Lazear Elementary) 571
LPS Oakland R & D Campus (Previously known as Leadership Public School Oakland R & D Campus) 574
Attachment K 577
2013/14 Charter SELPA Local Plan Revision To Add Additional Charter Schools for 2013/14 577
Capitol Collegiate Academy 581
City Heights Preparatory Charter 584
Family Partnership Home Study Charter (deferred to 2014-15, ultimately did not join) 587
Family Partnership San Luis Obispo (deferred to 2014-15, ultimately did not join) 590
Hollister Prep 593
Iftin Charter 596
Innovations Academy 599
KIPP San Francisco College Preparatory 602
Life Source International Charter School 605
Lighthouse Community Charter 608
Lighthouse Community Charter High 611
Museum 614

Old Town Academy K-8 Charter 617
Oxford Preparatory Academy – Carlsbad (school did not open) 620
Oxford Preparatory Academy - Chino Valley (Closed 7/1/17) 623
Oxford Preparatory Academy - South Orange County 626
Charter SELPA School Information 629
Rocketship Eight Elementary (deferred to 2014-15, ultimately did not join) 629
Rocketship Spark Academy (Previously known as Rocketship Nine Elementary) 632
San Diego Cooperative Charter (deferred to 2014-15, (ultimately did not join) 635
SD Global Vision Academy (Previously referred to as San Diego Global Vision Academy) 638
Summit Leadership Academy-High Desert 641
Summit Public School - Denali 644
Summit Public School - Shasta 647
Temecula Preparatory 650
Samueli Academy (Previously known as The Academy) 653
The Academy of Oxford Prep – Pomona (deferred to 2014-15, ultimately did not join) 656
Westlake Charter (merged with Westlake Charter Middle, exists under Westlake Charter's CDS code 7/1/16) 659
Westlake Charter Middle (merged with Westlake Charter, exists under Westlake Charter's name &CDS code 7/1/16) 662
Attachment L 665
2013/14 Charter SELPA Local Plan Revision #2 To Add Additional Charter Schools for 2013/14 665
Dr. Lewis Dolphin Stallworth Sr. Charter 669
Gateway College and Career Academy 672
Imagine Schools Riverside 675
Pacific Valley Charter Academy (deferred to 2014-15, ultimately did not join) 678
Rowland Heights Charter Academy (closed 7/1/15) 681
Hope Academy Charter (Closed as of 7/1/16) 684
Attachment M 690
2013/14 Charter SELPA Local Plan Revision #3 To Add Additional Charter Schools for 2013/14 690
Gateway International Charter 693
Aspire College Academy 696
Laurel Preparatory Academy 699
Attachment N 702
2013/14 Charter SELPA Local Plan Revision #4 To Add Additional Charter Schools for 2013/14 702
Oxford Preparatory Academy (Closed 7/1/16) (Previously known as Oxford Preparatory Academy – Carlsbad originally planned to defer its membership to the 2014-15 school year, but now will join for 2013-14) 705

Attachment O 708
2014/15 Charter SELPA Local Plan Revision To Add Additional Charter Schools for 2014/15 708
ACE Charter Middle School: Alum Rock – merged with ACE Empower Academy CDS# 43104390116814 as of 7/1/16 711
ACE Franklin McKinley (Previously referred to as ACE Charter Middle School: Franklin-McKinley) 714
Alpha Jose Hernandez Middle (Previously known as Alpha 2 Middle School) 717
KIPP Heritage Academy 720
KIPP Prize Academy 723
Rocketship Jackson (deferred to 2015-16, ultimately did not join) 726
Summit Public School K2 729
Classical Academy (Previously known as The Classical Academy Escondido) 732
Classical Academy High (Previously known as The Classical Academy High School) 735
Visions Academy Charter (deferred to 2015-16, ultimately did not join) 738
Attachment P 741
2014/15 Charter SELPA Local Plan Revision #2 To Add Additional Charter Schools for 2014/15 741
Caliber Beta Academy 744
East Bay Innovation Academy 747
Epic Charter School 750
Gateway High School (deferred to 2015-16, ultimately did not join) 753
Gateway Middle School (deferred to 2015-16, ultimately did not join) 756
The Language Academy of Sacramento 759
Life Source Palmdale (School did not open) 762
MAAC Community Charter School 765
Menifee Valley Preparatory (deferred to 2015-16, ultimately did not join) 768
Pacific Valley Charter Academy (deferred to 2015-16, ultimately did not join) 771
San Diego Cooperative Charter School 774
Temecula Valley Charter School 777
Attachment Q 780
2014/15 Charter SELPA Local Plan Revision #3 To Add Additional Charter Schools for 2014/15 780
ASPIRE Triumph Technology Academy (Previously known as Aspire Technology Academy) 784
Compass Charter Schools of Fresno (Previously referred to as Academy of Arts and Sciences Fresno) 787
Academy of Arts and Sciences K-8 (Merged with Academy of Arts and Sciences Los Angeles 9-12 as of 7/1/16. Will be using 9-12 CDS#) 790
Compass Charter Schools of Los Angeles (Changed name & CDS code 19753090135145 in 2017 from Academy of Arts and Sciences Los Angeles K-12) (Previously known as Academy of Arts and Sciences Los Angeles K-12 & Previously known as Academy of Arts and Sciences Los Angeles 9-12. Merged with AAS K-8 as of 7/1/16, keeping 19753090130781 CDS#) 793

Academy of Arts and Sciences- Oxnard (Closed as of 7/1/16) 796
Delta Home (Previously known as Academy of Arts and Sciences San Joaquin) 799
Delta Keys (Previously known as Calstem San Joaquin) 802
Valley Prep Academy K-5 (Closed 7/1/15) 805
Valley Prep Academy 6-8 (Closed 7/1/15) 808
Valley Prep Academy 9-12 (Closed 7/1/15) 811
Valiant Academy of Los Angeles (Formerly known as Mosaica Online Academy of Los Angeles) 814
e3Civic High 817
Thrive Public School - SBE 820
Valley View Charter Prep 823
Dozier-Libbey Medical Charter High School (deferred to 2015-16, ultimately did not join) 826
Attachment R 829
2014/15 Charter SELPA Local Plan Revision #4 To Add Additional Charter Schools for 2014/15 829
Rocketship Fuerza Community Prep (Previously known as Rocketship Alum Rock) 830
San Diego Cooperative Charter School 2 833
Anahuacalmecac International University Preparatory School of North America (Previously known as Anahuacalmecac International University Preparatory School) 836
Epiphany Prep Charter 839
Attachment S 842
2014/15 Charter SELPA Local Plan Revision #5 To Add Additional Charter Schools for 2014/15 842
Academy of Arts and Sciences: Thousand Oaks & Simi Valley (Closed effective 7/1/17) 843
Alta Vista South Public Charter School 846
Diego Springs Academy 849
Elevate Elementary 852
Empower Charter School 855
John Adams Academy – Auburn (This school did not open) 858
Magnolia Science Academy - Santa Ana (SBE) 861
Valiant Academy of Southern California (Formerly known as Valiant Academy DESD also known as Mosaica Online Academy of Southern California) 864
Oxford Preparatory Academy - Los Angeles (Closed 7/1/16) 867
Attachment T 870
2014/15 Charter SELPA Local Plan Revision #6 To Remove Four Charter Schools from Membership for 2014/15 870
Attachment U 873
2015/16 Charter SELPA Local Plan Revision To Add and Remove Charter Schools for 2015/16 873
Acacia Elementary Charter School (Closed effective 7/1/17) 875
Acacia Middle Charter School (Closed effective 7/1/17) 878

Alpha Cindy Avitia High School 881
America's Finest Charter School 884
Aspire Richmond California College Preparatory Academy 887
Aspire Richmond Technology Academy 890
Baypoint Preparatory Academy (SBE) 893
Ceiba College Preparatory Academy 896
Da Vinci Communications High 899
Da Vinci Innovation Academy (school did not join for 2015-16) 902
Downtown Charter Academy 905
Empowering Possibilites International Charter School 908
Ingenuity Charter School 911
Kavod Elementary Charter School 914
KIPP Excelencia Community Preparatory 917
Morgan Hill Preparatory School (school did not open for 2015-16) 920
North Oakland Community Charter School 923
Oakland Charter Academy 926
Oakland Charter High 929
OnePurpose School 935
Paramount Collegiate Academy (SBE) 938
Paseo Grande Charter School 941
REALM Charter High School 944
REALM Charter Middle School 947
Redding STEM Academy 950
Richmond Charter Academy 953
Richmond Charter Elementary - Benito Juarez 956
Rocketship Redwood City 959
Salinas Preparatory Charter School (school did not open for 2015-16) 965
Santiago Charter Middle School 968
The New School of San Francisco (SBE) 971
Palmdale Aerospace Academy 974
Valiente College Preparatory Charter School 977
Aspen Valley Preparatory (Previously referred to as Valley Preparatory Academy Charter) 980
Vista Heritage Charter Middle School 983
Vista Oaks Charter School 986
Attachment V 991
2015/16 Charter SELPA Local Plan Revision #2 To Add and Remove Charter Schools for 2015/16 991

ACE Inspire Academy (Previously known as ACE Charter Middle School San Jose) 992
Delta Bridges Charter School 995
Delta Launch Charter (Previously known as Delta Charter Online # 2 998
Roses in Concrete Community School 1001
Sutter Peak Charter Academy 1004
Sycamore Academy of Science and Cultural Arts 1007
Trivium Charter School 1010
Vincent Academy 1013
Attachment W 1018
2015/16 Charter SELPA Local Plan Revision #3 To Add and Remove Charter Schools for 2015/16 1018
Academy of Arts and Sciences Del Mar Elementary (Closed effective 7/1/17) (Merged to become Academy of Arts and Sciences Del Mar K-12 as of 7/1/16, then became Compass Charter Schools of San Diego in 2017) 1019
Compass Charter Schools of San Diego (Changed to Compass in 2017. Previously known as Academy of Arts and Sciences Del Mar K-12 and Academy of Arts and Sciences Del Mar Middle and High. Merged with Del Mar Elementary, El Cajon Elementary & El Cajon Middle and High, kept Del Mar's CDS# as of 7/1/16) 1022
Academy of Arts and Sciences El Cajon Elementary (Merged with Academy of Arts and Sciences Del Mar K-12 CDS #37682130127084 as of 7/1/16. Then in 2017 Changed name to Compass Schools of San Diego) 1025
Academy of Arts and Sciences El Cajon Middle and High (Merged with Academy of Arts and Sciences Del Mar K-12 CDS #37682130127084 as of 7/1/16. Then in 2017 changed the name to Compass Charter Schools of San Diego) 1028
Academy of Arts and Sciences Sonoma (Closed effective 7/1/17) 1031
Inspire Charter School South 1034
Kairos Public School Vacaville Academy 1037
Kings Valley Academy 1040
School of Arts and Enterprise 1043
Attachment X 1048
2015/16 Charter SELPA Local Plan Revision #4 To Add Charter Schools for 2015/16 1048
iLEAD Hybrid (Previously known as iLEAD Innovation Studios) 1049
Attachment Y 1054
2016-17 Charter SELPA Local Plan Revision #1 to Add and Remove Charter Schools for 2016-17 1054
Aspen Meadow Public (Previously referred to as Aspen Public School) 1056
ASPIRE Benjamin Holt Middle School (Previously known as Aspire Benjamin Holt College Preparatory 2) 1059
Caliber: ChangeMakers Academy (Previously known as Caliber Vallejo K-8 Charter & Caliber K-8 Charter) 1062
El Rancho Charter School 1065

Francophone Charter School of Oakland 1068
Guajome Learning Center 1071
Guajome Park Academy Charter 1074
Prepa Tec Los Angeles High School 1077
Ross Valley Charter School (Ultimately did not join) 1080
Scholarship Prep 1083
Summit Public School: Tamalpais 1086
USC College Prep – Santa Ana Campus (Previously Ednovate College Prep) 1089
Vista Anaheim (This school did not open) 1092
Wei Yu International Charter School – (Ultimately did not open) 1095
Woodland Star Charter 1098
Attachment Z 1103
2016-17 Charter SELPA Local Plan Revision #2 to Add and Remove Charter Schools for 2016-17 1103
ARISE High 1105
The School for Entrepreneurship Technology (Previously known as Coleman Tech Charter High) 1108
Contra Costa School of Performing Arts 1111
Da Vinci Design (Ultimately did not join) 1114
Da Vinci Science 1117
Delta Charter 1120
Delta Charter Online 1123
Escuela Popular Accelerated Family Learning 1126
Inspire Charter School - Kern 1129
Inspire Charter School 1132
Inspire Charter School - North 1135
John Henry High 1138
Lodestar: A Lighthouse Community Charter Public School 1141
New Jerusalem 1144
Oxford Preparatory Academy - Saddleback Valley 1147
Pivot Charter School - San Diego 1150
Pivot Charter School North Valley 1153
Pivot Charter School Riverside County II (Closed 7/1/17) (Previously known as Pivot Charter School Riverside County) 1156
Pivot Online Charter - North Bay 1159
Rocketship Futuro Academy (Previously referred to as Rocketship Concord) 1162
Rocketship Rising Stars Academy (Previously referred to as Rocketship Franklin McKinley) 1165
Sierra Charter 1168

Trivium Charter, San Luis Obispo County – (School did not open). 1171
Attachment AA 1176
2016-17 Charter SELPA Local Plan Revision #3 to Add and Remove Charter Schools for 2016-17 1176
Citrus Springs Charter School 1180
Epic Charter School 1183
Holly Drive Leadership Academy 1186
Imperial Springs Charter School (School did not open) 1189
Kinetic Academy 1192
Orange County Academy of Sciences and Arts 1195
Sherwood Montessori 1198
Unity Middle College High School (School did not open) 1201
Attachment AB 1204
2016-17 Charter SELPA Local Plan Revision #4 to Add and Remove Charter Schools for 2016-17 1204
CORE Placer Charter 1209
Empower Generations 1212
Epiphany Prep Charter School, Escondido 1215
Escuela Popular/Center for Training and Careers, Family Learning 1218
GOALS Academy 1221
Inspire Charter School-Central 1224
Orange County Workforce Innovation High School 1227
San Diego Workforce Innovation High School 1230
Today's Fresh Start - Compton 1233
Winship Community School 1236
Attachment AC 1240
2016-17 Charter SELPA Local Plan Revision #5 to Add and Remove Charter Schools for 2016-17 1240
Attachment AD 1244
2016-17 Charter SELPA Local Plan Revision #6 to Add and Remove Charter Schools for 2016-17 1244
Audeo Charter School II 1245
Attachment AE 1253
2017-18 Charter SELPA Local Plan Revision #1 to Add and Remove Charter Schools for 2017-18 1253
STREAM Charter 1257
Attachment AF 1260
2017-18 Charter SELPA Local Plan Revision #2 to Add and Remove Charter Schools for 2017-18 1260
Delta Elementary Charter 1264
Growth Public Schools 1267
Knowledge Enlightens You (KEY) Academy 1270

San Jose Conservation Corps Charter 1273
Attachment AG 1276
2017-18 Charter SELPA Local Plan Revision #3 to Add and Remove Charter Schools for 2017-18 1276
Alma Fuerte Public School 1281
College Preparatory Middle School - La Mesa Spring Valley (CPMS-LMSV) (Ultimately did not join) 1284
Connecting Waters Charter School, East Bay 1287
Cornerstone Academy Preparatory 1290
RISE High (Previously referred to as Da Vinci RISE High) 1293
John Adams Academy - El Dorado Hills 1296
John Adams Academy - Lincoln 1299
Magnolia Science Academy 1302
Magnolia Science Academy 2 1305
Magnolia Science Academy 3 1308
Oxford Day Academy 1311
Plumas Charter 1314
REACH Leadership STEAM Academy 1317
Ross Valley Charter School 1320
Sycamore Preparatory Academy (Ultimately did not join) 1323
Today's Fresh Start Charter School Inglewood 1326
Attachment AH 1330
2017-18 Charter SELPA Local Plan Revision #4 to Add and Remove Charter Schools for 2017-18 1330
Delta Charter Online No. 2 1334
Delta Keys No. 2 1337
Downtown College Prep High School (Ultimately did not join) 1340
Downtown College Prep Middle School (Ultimately did not join) 1343
Grossmont Secondary School 1346
New Day Academy - Shasta 1349
Peak to Peak Mountain Charter 1352
Phoenix Charter Academy (PCA) 1355
Scholarship Prep Charter School - Oceanside 1358
Sweetwater Secondary School 1361
Temecula International Academy 1364
Unity Middle College High 1367
Attachment AI 1370
2017-18 Charter SELPA Local Plan Revision #5 to Add and Remove Charter Schools for 2017-18 1370
Alta Vista Innovation High School 1375

AMB Phillip V. Sanchez II Public Charter School 1378
California Prep Sutter 8-12 1381
California Prep Sutter K-7 1384
Clarksville Charter School 1387
Crescent Valley Public Charter School II 1390
Crescent View South Public Charter School II 1393
Diego Hills Central 1396
iLEAD Online 1399
Kings Valley Academy II 1402
Learning Latitudes Charter School 1405
Olive Grove Charter School: Buellton (School did not open) 1408
Olive Grove Charter School: Lompoc (School did not open) 1411
Olive Grove Charter School: Orcutt/ Santa Maria (School did not open) 1414
Olive Grove Charter School: Santa Barbara (School did not open) 1417
Pacific Valley Charter Academy (School did not open) 1420
Appendix I 1424
List of Current Members of the El Dorado Charter SELPA for 2017-18 1424

CHAPTER I

CERTIFICATION OF PARTICIPATION, COMPATIBILITY AND COMPLIANCE ASSURANCES

California Department of Education
(Revised 10/08)

Special Education Division

Certification of Participation, Compatibility, and Compliance Assurances

SED-LP-1

1. Check one, as applicable: [ ] Single District [ ] Multiple District [X] District/County

CDS Code / SELPA Code	SELPA Name	Application Date
09-10090 / BU 0951	**El Dorado County Charter SELPA**	**2014-15**
SELPA Address	SELPA City	SELPA Zipcode
6767 Green Valley Road	**Placerville, CA**	**95667**
Name SELPA Director (Print)		SELPA Director's Telephone Number
David M. Toston, SELPA Executive Director		**(530) 295-2467**

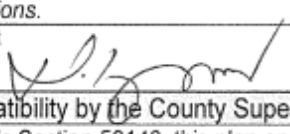
2. Certification by Agency Designated as Administrative and Fiscal Agency for this Program (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name	Name/Title of RLA Superintendent (Type)	Telephone Number
El Dorado County Office of Education	**Jeremy M. Meyers**	**(530) 622-7130**
RLA/AU Street Address	RLA/AU City	RLA/AU Zipcode
6767 Green Valley Road	**Placerville, CA**	**95667**
Date of Governing Board Approval		
June 3, 2014		

3. Certification of Assurances

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code* (*EC*), Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA Superintendent



Date

4. Certification of Compatibility by the County Superintendent of Schools

Pursuant to *Education Code* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name	Name of County Superintendent or Authorized Representative	Title
El Dorado County Office of Education	**Jeremy M. Meyers**	**Superintendent of Schools**
Street Address	Signature of County Superintendent or Authorized Representative	Date
6767 Green Valley Road		June 3, 2014
City	Zip	Telephone Number
Placerville, CA	**95667**	**(530) 622-7130**

5. Certification of Community Advisory Committee

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: _____ By: _____ Date of Approval: _____

California Department of Education
(Revised 10/08)

Special Education Division

Certification of Participation, Consistency, and Compliance Assurances

SEDLP-2

Community Advisory Committee (CAC) Certification		
CAC signature and verification: I certify:	YES	NO
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to *EC* Section 56194;	X	
2. that to ensure adequate and effective participation and communication pursuant to *EC* 56190.b, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;	X	
3. that the plan has been reviewed by the CAC and that the committee had at least30 days to conduct the review prior to submission of the plan to the Superintendent pursuant to *EC* 56205 (b)(2);	X	
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.	X	
Certification of Community Advisory Committee		
Signature of CAC Chairperson	Date	
Name of Chairperson (print)	Telephone Number	

If you checked ["NO"] for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

CHAPTER II

ASSURANCE STATEMENT

JEREMY M. MEYERS, Ed.D., Superintendent

DAVID M. TOSTON, Executive Director

SPECIAL EDUCATION LOCAL PLAN AREA

LOCAL EDUCATION AGENCY(LEA)

ASSURANCE STATEMENT

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from

the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

The El Dorado County Charter SELPA

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations* (*CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Adopted this 3rd day of June, 2014.

Yeas: four Nays: ~~0~~ 1 absent

Signed: _____

Name and Title: Jeremy M. Meyers, Superintendent of Schools
El Dorado County Office of Education

CHAPTER III

GOVERNANCE AND ADMINISTRATION

GOVERNANCE AND ADMINISTRATION

PURPOSE

The El Dorado County Charter SELPA is composed of local educational agency charters (LEAs) located outside the geographic boundaries of El Dorado County. The El Dorado County Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency (RLA) and the County Superintendent of Schools as the Superintendent of the RLA.

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

The function of the SELPA and participating agencies is to provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by the Charter SELPA members.

All such programs are operated in a cost effective manner consistent with the funding provisions of Education Code Section 56700 et seq, IDEA, all other laws and policies, and the procedures of the El Dorado County Charter Special Education Local Plan Area.

CHANGES IN THE GOVERNANCE STRUCTURE

Any changes in the governance structure of the El Dorado County Special Education Local Plan Area, including the dividing of the SELPA into more than one operating entity, changing the designation of and/or responsibilities of the Responsible Local Agency, are subject to specific Provisions of Education Code Sections 56140, 56195, et seq., 56195.7 et seq., 56200 et seq., and 56205 et seq.

1. Any local agency which is currently designated as a Local Education Agency (LEA) participating in the El Dorado County Local Plan for Special Education may elect to pursue an alternative option from those specified in Education Code Section 56195.1 by notifying the appropriate county superintendent at least one year prior to the date the alternative plan would become effective (E.C.56195.3(b)).

2. Any alternative plan of an LEA is subject to the approval of the county superintendent of the county or counties which would have school districts as participating agencies in the alternative plan. (E.C. 56195.1)

3. Approval of a proposed alternative plan by the appropriate county superintendent may be based on the capacity of the LEA Charter(s) to ensure that special education programs and services are provided to all children with disabilities. (E.C. 56140(b))

4. If an alternative plan is disapproved by a county superintendent, the county office shall return the plan with comments and recommendations to the LEA charter(s). The charter or charters participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction. (E.C. 56140 (b) (2))

5. Any alternative plan to be submitted by a charter or a group of charters currently participating in the El Dorado County Charter SELPA must meet the standards established by the State Board of Education and not adversely affect the size and scope status of the current local plan geographic area.

6. Any changes in the designation of the responsible local agency for the El Dorado County Charter SELPA must conform to the above code provisions and the administrative provisions and the administrative provisions for approval as specified in the Local Plan

Disagreements among the participating agencies of the El Dorado County Charter SELPA are attempted to be resolved through dispute resolution procedures. If not resolved, the matter would be presented to the Chief Executive Officers' (CEO) Council for discussion and dispute resolution.

GOVERNANCE STRUCTURE OF THE PLAN

California Education Code Section 56200 (c) (2) requires that the Local Plan, "specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the superintendent of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the plan." In accordance with this provision, the El Dorado County Charter SELPA has developed the following governance structure, policy development and approval process.

RESPONSIBILITIES OF EACH GOVERNING BOARD IN THE POLICY- MAKING PROCESS AND PROCEDURES FOR CARRYING OUT THE RESPONSIBILITY

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation, Representations and Warranties, and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and the Board of the El Dorado County Office of Education.

Amendments to the Local Plan to revise LEA membership (additions/deletions) shall be approved by the Board of the El Dorado County Office of Education. Prior to County Board approval, new LEA members and/or termination of LEA members shall be approved through the process as identified in Charter SELPA policies. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Board of the El Dorado County Office of Education will hold the required public hearings and approve the annual service plan and the annual budget plan. The plans shall be sent to all charter LEA members and communicated with the Charter SELPA CEO Council at the next

regularly scheduled meeting. Notice of the public hearings shall be posted in each charter school at least 15 days prior to the hearing, as required by law.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegate the ongoing policy-making process, the allocation plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

RESPONSIBILITIES OF CHIEF EXECUTIVE OFFICERS
CHARTER SELPA CHIEF EXECUTIVE OFFICERS' (CEO) COUNCIL

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization Partners, that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held; generally in September and May.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and the Governing Board of the El Dorado County Office of Education.

Charter School Admission Criteria:

It is the intent of the El Dorado County Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership. Therefore, there are specific criteria which must be met in order for a charter school to be considered for membership in the El Dorado County Charter SELPA.

Charter SELPA Selection Committee

As outlined in Charter SELPA policies, a Charter SELPA Selection Committee has been established to approve the admission of new Charters to the SELPA. The Charter SELPA Selection Committee is comprised of:

- The El Dorado County Superintendent of Schools/Designee
- One Charter CEO, member of the CEO Executive Committee
- One Charter CEO selected by the El Dorado County Superintendent of Schools/Designee

The Charter SELPA Selection Committee will meet, review all documents, and approve or reject members. Because of a high volume of applications to the Charter SELPA, the Selection Committee may include more than one member of the CEO Executive Committee or CEO Council and more than one Charter CEO selected by the EDCOE County Superintendent/Designee in order to efficiently review the number of applications submitted. Meetings may take place through teleconference. For the purposes of this section, teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio or video, or both.

The Charter SELPA Selection Committee will inform the CEO Council members of their decision. The Charter SELPA AU shall inform the charter school of the decision.

Any charter school may apply to the Charter SELPA Selection Committee to become a LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA Superintendent/designee for unique circumstances, including State Board of Education charter approvals.

The applicant member, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee, and subsequent Local Plan Membership amendment approved by El Dorado County Office of Education Governing Board, and the California Department of Education. The applicant member charter LEA board must also take action to approve membership.

The Charter SELPA Selection Committee shall review applications to determine if the applicants meet the requirements of the application process as established by the Charter SELPA. The Charter SELPA Selection Committee will inform the CEO Council members of their decision.

Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA, pursuant to Charter SELPA policies, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA has significant documentation available to assess the new charter LEA capacity.

The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval of the Charter SELPA, and subsequent Local Plan Membership amendment approved by the El Dorado County Office of Education Governing Board, and the California Department of Education. The applicant member charter LEA board must also take action to approve membership.

Charter SELPA Membership Appeals Committee

The Charter SELPA Membership Appeals Committee meets on an "as needed basis" to hear Selection Committee appeals and membership termination appeals. The El Dorado County Superintendent/designee shall serve as an ex officio member of the Charter SELPA Membership Appeals Committee. An invitation to participate in the Membership Appeals Committee shall be issued annually at the first CEO Council meeting of the fiscal year.

Charter SELPA Membership Appeals Committee meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963) which requires that SELPA Membership Appeals committee members conduct business at properly noticed and agendized public meetings.

CHARTER SELPA EXECUTIVE COMMITTEE

Responsibilities of the Charter SELPA Executive Committee

The Executive Committee shall serve as an informal advisory body to the Charter SELPA. The Executive Committee shall be comprised of all Charter SELPA CEO Council members who have an interest in participating as a committee member. Committee participation shall be at the discretion of individual members who shall be free to attend, or not attend, meetings as they choose. However, at no time shall an Executive Committee meeting be conducted with a majority of SELPA members.

Committee meetings shall occur from time to time on an informal basis as the Committee may determine. The Committee shall have no continuing subject matter jurisdiction. However, it is contemplated that the Committee shall, from time to time, consider and advise the Charter SELPA on administrative matters including, but not limited to, program operations, future strategic planning, procedural matters, and fiscal considerations.

An invitation to participate in the Executive Committee shall be issued annually at the first CEO Council meeting for the fiscal year. The El Dorado County Superintendent/designee shall serve as an ex-officio member of the Executive Committee.

Summaries of the Executive Committee meetings shall be transmitted to the full membership of the Charter CEO Council.

Special Education Community Advisory Committee (CAC)

Each charter school may select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. §56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA AU on the implementation of the El Dorado County Local Plan for Special Education in Charter Schools ("Local Plan") as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. § 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio or video, or both.

Charter SELPA Special Education Steering Committee

The Steering Committee serves in an advisory capacity to the Charter SELPA. Each charter LEA is entitled to select one representative for this committee. The Steering Representatives are the charter LEA's special education directors or special education program leads. They meet regularly for the purpose of advising the Charter SELPA and receiving and disseminating direct program/instructional information.

Charter SELPA Special Education Fiscal Committee

The Fiscal Committee meets twice per year. The designated fiscal representative from each charter LEA member is invited to attend. Charter CEOs and Special Education Administrative contacts are invited to attend as well. Meetings take place through teleconference. The meeting serves as a communication tool to inform fiscal contacts of actions taken by CEO Council that may have budgeting and financial reporting considerations.

FULL CONTINUUM OF SERVICES

Both state and federal law provides that students with exceptional needs are entitled to a free, appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each SELPA member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, evaluated and served. Therefore, a full continuum of services are available within the Charter SELPA.

Given this fact, the plan provides funding per the Charter SELPA Educational Allocation Plan to the Charter Schools so that they may appropriately provide for all the students with special education needs attending their schools. This obligation can be met in several ways, which may include:

1. Hire appropriately credentialed special education staff.
2. Contract with another LEA.
3. Contract with Nonpublic Schools/Agencies.

These methods of providing necessary services may be used by a single school in the Charter SELPA, or several schools within the Charter SELPA could join together to provide the services.

EVALUATION

E. C. 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for ongoing comprehensive evaluation of special education programs in order to refine and improve programs, policies, regulations, guidelines, and procedures on a continuing basis, and to assess the overall merits of these efforts.

The El Dorado County Charter SELPA annually submits all information required by the California Department of Education, Special Education Division, in this effort, including statistical data, program information, and fiscal information related to the programs and services for children with disabilities in the El Dorado County Charter SELPA.

The Charter SELPA Administration is responsible for collecting all data required by the California Department of Education related to special education budgets and services, and reports them annually.

SELPA staff supports all members of the Charter SELPA in the collection of data related to compliance, due process procedures, availability of services, key performance indicators, etc., as needed.

DATA COLLECTION AND DEVELOPMENT OF MANAGEMENT INFORMATION SYSTEMS

California Department of Education requires of each SELPA the collection of specified data in such a manner as to be communicative with the CASEMIS – Management Information System of the State.
The Charter SELPA has designed and implemented a data collection and storage system that provides for the management and reporting of required data for state and federal systems. The SELPA continues to work with the State's Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.
The Charter SELPA staff supports all the member LEA charter schools in the Charter SELPA in their collection and reporting of required data.

The Charter SELPA staff strives to support a system which is responsive to the data needs of the member LEA charter schools.

PROVISION FOR ONGOING REVIEW OF PROGRAMS

The State has in place a system for review of the special education programs in the charter schools. It is the responsibility of the SELPA to support the delivery of effective programs and services in its LEAs, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in review processes, including the Key Performance Indicator, the Procedural Safeguards, complaint processes and mediation and due process procedures.
The El Dorado County Charter SELPA endeavors first to provide adequate information, resources and support to all its member LEA charters, so that they may deliver compliant, quality services. Further, the Charter SELPA staff, under the direction of the CEO Council and in conjunction with the CAC and the informal advisement from the CEO Executive Committee, participates in all State review processes and any local review processes to ensure that appropriate and necessary services are offered for all children with disabilities and to support continuous improvement of those services.
The SELPA ensures that adequate information related to all areas of compliance is available to all the charter LEA members.
The SELPA ensures the availability of a full continuum of options, supplemental aids and services, and regionalized programs, for all children with disabilities, severe low incidence, and non-severe.

PROCESS FOR ALLOCATING PROGRAM SPECIALIST SERVICES THROUGHOUT THE REGION

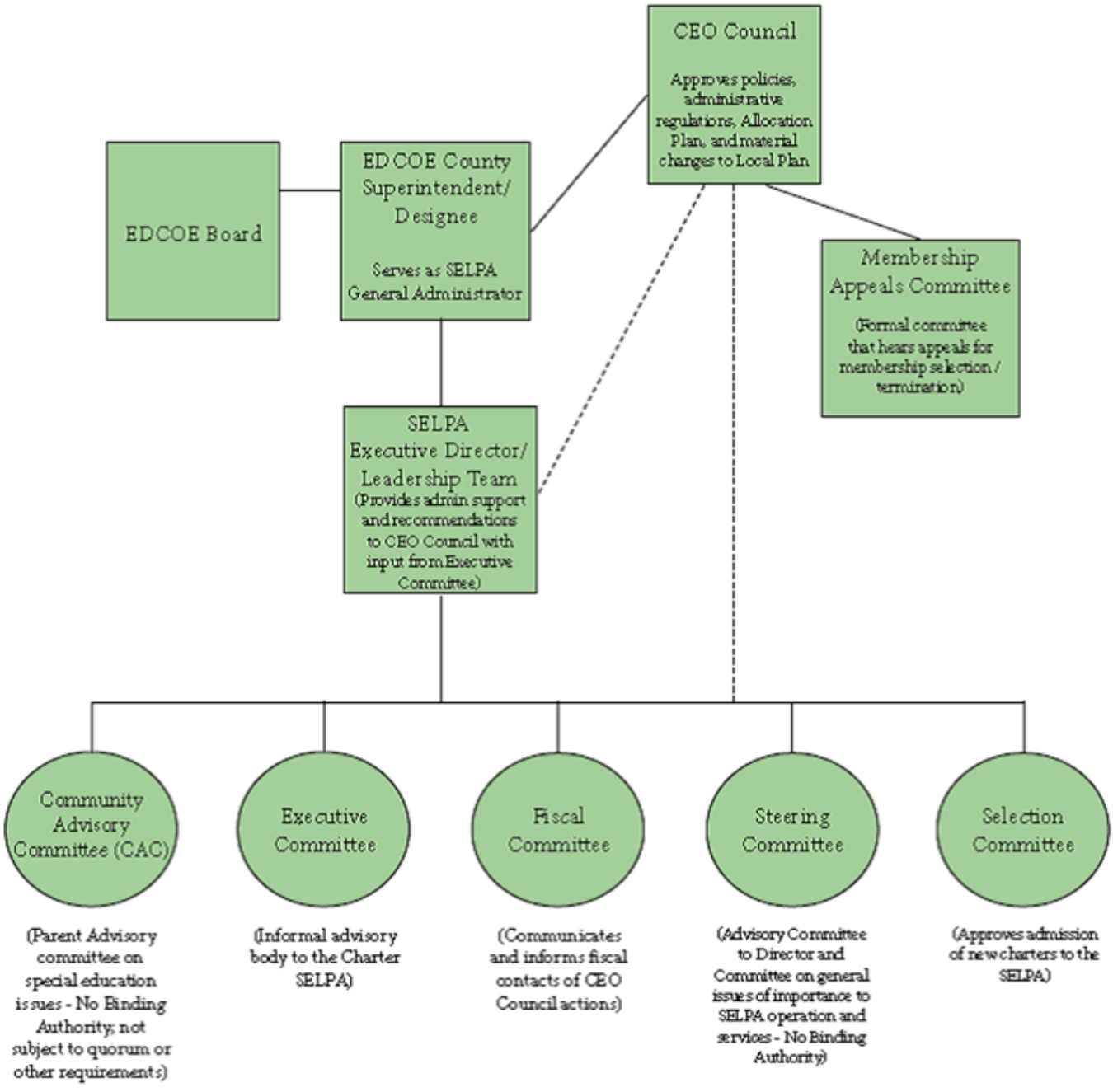
The Charter SELPA currently employs program specialist(s). In addition, in accordance with Education Code §56780, all coordination responsibilities for program specialist services as outlined are fully supported through the governance structure of the SELPA. This includes the administrative staff, program specialist services, Charter Special Education Steering Committee, Charter Executive Committee, and Charter CEO Council. Openings for program specialist positions are advertised, and the selection processes conducted are consistent with County Office hiring practices. The interview panel includes representatives from LEAs, as well as SELPA personnel.

Duties of program specialists are those specified in Education Code §56368 and the Local Plan:

A. Assist Resource Specialist, Designated Instruction and Service instructors, and Special Class Teacher in the planning and implementation of individual education programs for children whose disability is in the area or expertise of the Program Specialist.
B. Coordinate curricular resources in a manner to make them available and effective for personnel who are in need of the resources.
C. In conjunction with the SELPA Director, assess program effectiveness to promote the program for individuals with exceptional needs.
D. Participate in school staff development, research, program development, and innovation or special methods and approaches.
E. Provide coordination, consultation, and program development in areas to which the program specialist is assigned.
F. Under the direction of the SELPA Director, assure the pupils have full educational opportunity, regardless of the district of residence in the Special Education Local Plan Area.
G. Participate in I.E.P.s at the request of Local Education Agency or parent.
H. Assist Local Education Agencies with non-public, non-sectarian and state school placements when requested.

Safeguards for the assurance of appropriate use of regionalized funds are the responsibility of the SELPA Executive Director and as approved by the governance structure. Program Specialist(s) are employed by the AU and supervised by the SELPA Director.

El Dorado County Charter SELPA Flow Chart



EL DORADO COUNTY CHARTER SELPA

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.
Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee serves as an informal advisory body to the Charter SELPA AU.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Executive Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Executive Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. §56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Executive Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools ("Local Plan") as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA MEMBER RESPONSIBILITIES AND DUTIES:

Each LEA agrees that it is subject to the following responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA, and these responsibilities and duties cannot be delegated to another entity.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.

B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;

C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;

D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;

E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;

F. Provide facilities as required to house the programs conducted by the LEA;

G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;

H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;

I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;

J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;

K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;

L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;

M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;

N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;

O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;

P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;

Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;

R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.

S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.

T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(l). Annual submission shall be made annually, no later than January 31st. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

U. Charter LEA Member "Member" hereby agrees to indemnify and hold harmless the El Dorado County Office of Education "EDCOE", the El Dorado Board of Education, the El Dorado County Superintendent of Schools, the El Dorado County Charter SELPA, and attorneys hereby collectively referred to jointly as "SELPA", and all of their officers, directors, employees, agents, and representatives and attorneys against any and all claims, losses, penalties, fines, forfeitures, judgments, reasonable attorney's fees, and related litigation costs, fees, and expenses and amounts actually and reasonably incurred in settlement that result from any act or omission by or on behalf of Member by SELPA under this Agreement, unless the act or omission constitutes gross negligence, willful misconduct, or breach of fiduciary duty by any officer, director, partner, agent, or employee of SELPA in connection with SELPA's performance under this Agreement and the amounts would not have been covered under Members' insurance that result from any act or omission constituting gross negligence or willful misconduct by any officer, director, or employee of SELPA in connection with SELPA's performance under this Agreement.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;

B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;

C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;

D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;

E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;

F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
    1. Monitoring the application of eligibility criteria throughout the Local Plan area;
    2. Coordinating the implementation of the transportation for special education pupils;
    3. Coordinating the system of data collection, management, and evaluation;
    4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
    5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
    6. Developing interagency referral and placement procedures; and,
    7. Evaluating the effectiveness of special education programs.

G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees and the Charter SELPA Executive Director at meetings;
H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
    1. Complaint issues;
    2. Hearing issues; and
    3. Identification of appropriate programs for specific pupils.
K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.
B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.
C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
    1. Prior initial written notice of intended termination to the RLA of at least one year, and
    2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
2. Final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.

3. Summary Termination:

Notwithstanding anything contained herein to the contrary, the Charter SELPA, in its sole discretion, may initiate and complete the termination process, as provided for herein, in accordance with standards and a reasonable summary timeline as determined by the Charter SELPA.

The summary standards and timeline as determined by the Charter SELPA shall, at a minimum, provide an LEA Member a reasonable opportunity for prior written notice and an opportunity to be heard.

Specifically the timeline and appeal process above does not preclude the Charter SELPA from initiating and completing the termination process in less than 12 months or by June 30th of the year immediately preceding the summary termination, if the member demonstrates:

a) Egregious disregard of state and federal requirements to provide services to students, and/or
b) Demonstrated systemic and material issues that would cause the Charter SELPA AU to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause Charter SELPA AU to believe the Charter SELPA would be harmed by the continued membership of the LEA.

E. Funding received by a charter is subject to the elements of the allocation plan. The Allocation Plan is updated on an annual basis and approved by CEO Council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.

F. In accordance with their needs, the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.

G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.

H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.

I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter enrolling any pupil shall have the exclusive right to

approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.

K. The Charter SELPA CEO Council shall approve Charter SELPA policies, administrative regulations, the Allocation Plan and material changes to the Local Plan. The El Dorado County Board of Education shall meet the legal requirement of conducting a public hearing and adopting the annual service plan and budget plan. These documents shall be provided to the CEO Council as an information item at their next regularly scheduled meeting.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for certified agency or certified non-public school purposes for the benefit of children served, in accordance with the approved Master Contract as noted in Education Code.

STANDARD OF CONDUCT

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

REPRESENTATIONS AND WARRANTIES

1. Representations and Warranties:

As an inducement to, and in consideration for entering into this Agreement, the RLA specifically relies on the following express warranties and representations by LEA which LEA representative(s) who, by their signatures affixed below, declare that the following statements are true and correct:

For purposes of these representations and warranties, LEA may refer to an organization that manages and develops charter schools, but such representations and warranties shall only extend to the specific charter schools that are to be members of the El Dorado County Charter SELPA.

1. Except as set forth on attached Exhibit "A", as of the date signed below:

a. To the knowledge of LEA, neither LEA nor any of its officers, employees, agents or representatives have any lawsuit or legal action of any kind, including bankruptcy, pending or threatened against them.

b. LEA officers, employees, agents and/or representatives of the charter school adhere to California laws and regulations related to conflict of interest provisions.

EXHIBIT "A" (Representations and Warranties):

1. Material Pending or Threatened Litigation, Claims and Assessments:

LEA Member hereby represents and warrants that it has no material pending or threatened litigation, claims and assessments (excluding unasserted claims and assessments) against the LEA or any of its officers, agents, employees, or representatives. The term "material" used herein means items involving amounts exceeding $10,000 individually or in the aggregate.

CHAPTER IV

POLICIES / PROCEDURES

The El Dorado County Charter SELPA has adopted Policies and Administrative Regulations as outlined on the list on page 38. The Policies set forth in full within this document are included to fulfill local plan document requirements.

El Dorado County Charter SELPA Policies and Administrative Regulations

1. Comprehensive Plan for Special Education
2. Identification and Evaluation of Individuals for Special Education
3. Individualized Education Program
4. Procedural Safeguards and Complaints for Special Education
5. Confidentiality of Student Records
6. Part C – Transition
7. Students with Disabilities Enrolled by their Parents in Private Schools
8. Compliance Assurances
9. Governance
10. Personnel Qualifications
11. Performance Goals and Indicators
12. Participation in Assessments
13. Supplementation of State and Federal Funds
14. Maintenance of Effort
15. Public Participation
16. Suspension/Expulsion
17. Access to Instructional Materials
18. Overidentification and Disproportionality
19. Prohibition of Mandatory Medicine
20. Data
21. Literacy
22. Admission of LEAs to the Charter SELPA
23. Behavioral Interventions for Special Education Students
24. Nonpublic, Nonsectarian School and Agency Services for Spec. Ed.
25. Conflict of Interest

Appendix F: OMI Lease with OUSD

Legislative File
File ID No.: 13-1110
Introduction Date: 06/12/2103
Enactment No.: 13-1133
Enactment Date: 6/12/13 ED

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 12, 2013

TO: Board of Education

FROM: Dr. Anthony Smith, Superintendent
David Montes de Oca, Executive Director, Quality Community Schools Development

SUBJECT: Lease Agreement by and between the Oakland Unified School District and Oakland Military Institute

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ACTION REQUESTED:
Approval by the Board of Education of a Long Term Lease Agreement between the Oakland Unified School District ("District") and Oakland Military Institute ("OMI") regarding the continued use of the Longfellow School site for a fifteen (15) year term, with two (2)- ten (10) year options, commencing July 1, 2013 and ending June 30, 2028, for an annual facilities fee and debt service of $110,000, with $10,000 incremental adjustments at the end of each five (5) year lease period.

BACKGROUND:
The District is the owner of certain real property, commonly known as the Longfellow Elementary School ("Premises"), located at 877 Lusk Street, Oakland, CA.

OMI currently provides educational and recreational activities on the Premises and continues to require space to conduct its charter school and recreational activities for students residing in the District.

In addition, OMI has made significant capital outlay improvements on the Premises for recreational purposes and plans to make additional capital outlay improvements, including construction of a gymnasium and recreational center for the benefit of all in District students and the Oakland community.

Education Code sections 10900 through 10914.5, inclusive, (the "Community Recreation Act") support joint action by District and OMI to organize, promote, and conduct programs in order to improve the health and general welfare of the citizens of the City of Oakland and students residing in the District to cultivate the development of good citizenship by provision for adequate programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the state.

Under Education Code section 17534 (b), the requirement that the term of any Joint Use Lease Agreement not exceed five (5) years, shall not apply when capital outlay improvements are made on school property for park and recreation purposes by public entities and nonprofit corporations such as OMI.

The District and OMI pursuant to the Community Recreation Act, intend to jointly undertake the use, development, construction, and maintenance of the Premises for the attainment of general educational and recreational objectives for students residing in the District and students attending OMI.

Rent shall be paid quarterly and shall be due as follows:

- July 1 - $27,500
- October 1 - $27,500
- January 1 - $27,500
- April 1 - $27,500

In lieu of annual CPI increases, Rent for the Premises shall increase by ten thousand dollars ($10,000.00) on the anniversary of the Commencement Date at the beginning of year six (6) and on each subsequent five (5) year anniversary thereafter, including any option period, as follows:

- Years 1 through 5 - $110,000.00
- Years 6 through 10 - $120,000.00
- Years 11 through 15 - $130,000.00
- Years 16 through 20 - $140,000.00[1]

The agreed Shared Use Facilities include: Regimental Hall, Leadership Field and Patriot Court.

RECOMMENDATION:
That the Board of Education approve the Long Term Lease Agreement between the Oakland Unified School District and Oakland Military Institute regarding the continued use of the Longfellow School site for a fifteen (15) year term, with two (2) - ten (10) year options, commencing July 1, 2013 and ending June 30, 2033, for an annual facilities fee and debt service of $110,000, with $10,000 incremental adjustments at the end of each five (5) year lease period.

[1] Rent Increases during the 2 option periods shall follow the same 5 year incremental increase.

GROUND LEASE AGREEMENT – JOINT USE
BETWEEN OAKLAND UNIFIED DISTRICT AND
OAKLAND MILITARY INSTITUTE
(LONGFELLOW ELEMENTARY SCHOOL)

THIS GROUND LEASE AGREEMENT – JOINT USE ("Agreement") is made and entered into this 1st day of July, 2013 ("Effective Date"), by and between OAKLAND UNIFIED SCHOOL DISTRICT, a California public school district ("District") and OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY, a California Charter School ("OMI"). The District and OMI may be referred to herein as a "Party" or collectively as the "Parties."

RECITALS

A. WHEREAS, District is the owner of certain real property, commonly known as the Longfellow Elementary School ("Premises"), located at 3877 Lusk Street, Oakland, CA and 880 39th Street as depicted in the attached **Exhibit "A"**; and

B. WHEREAS, OMI currently provides educational and recreational activities on the Premises and continues to require space to conduct its charter school and recreational activities for students residing in the District; and

C. WHEREAS, the provisions of Education Code sections 10900 through 10914.5, inclusive, (the "Community Recreation Act") support joint action by District and OMI to organize, promote, and conduct programs in order to improve the health and general welfare of the citizens of the City of Oakland and students residing in the District to cultivate the development of good citizenship by provision for adequate programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the state; and

D. WHEREAS, under the provisions of Education Code section 17534 (b), the requirement that the term of any Joint Use Lease Agreement not exceed five (5) years, shall not apply when capital outlay improvements are made on school property for park and recreation purposes by public entities and nonprofit corporations such as OMI; and

E. WHEREAS, OMI has made significant capital outlay improvements on the Premises for recreation purposes and plans to make additional capital outlay improvements including construction of a gymnasium and recreational center; and

F. WHEREAS, District and OMI pursuant to the Community Recreation Act, intend to jointly undertake the use, development, construction, and maintenance of the Premises for the attainment of general educational and recreational objectives for students residing in the District and students attending OMI; and

G. WHEREAS, OMI, in furtherance of its commitment to carry out the joint use objectives for students residing in the District and students attending OMI will make available for immediate use areas of the Premises commonly known as Regimental Hall, Leadership Field and Patriot Court.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this agreement, the Parties agree as follows:

AGREEMENT

1. Use of Premises. District hereby leases to OMI, and OMI hereby leases from District, the Premises for the Term (as defined in Section 4 below) and upon the covenants and conditions set forth in this Lease. District agrees to allow use of the Premises by OMI for purposes of operating a public school providing educational instruction to public school students consistent with the terms of OMI's Charter Petition, and incidental related uses ("Activities"). The Premises shall not be used for any lewd, lascivious, immoral or illegal purpose.

2. Condition of Premises.

2.1. The Premises are leased to OMI on an "AS IS" basis. District shall not be required to make or construct any alterations including structural changes, additions or improvements to the Premises. By entry and taking possession of the Premises pursuant to this Agreement, OMI accepts the Premises in "AS IS" condition.

2.2. OMI acknowledges that neither District nor District's agents have made any representation or warranty as to the suitability of the Premises for OMI's Activities. Any agreements, warranties or representations not expressly contained herein shall in no way bind either District or OMI, and District and OMI expressly waive all claims for damages by reason of any statement, representation, warranty, promise or agreement, if any, not contained in this Agreement.

3. Title to School Site(s) /Classroom Buildings. The Parties acknowledge that title to the Premises is held by District.

4. Term.

The term of this Agreement shall be for fifteen (15) years. The commencement date shall be July 1, 2013, ("Commencement Date") and unless sooner terminated under any provision hereof, this Agreement shall end on June 30, 2028 ("Term"). At the termination of this Agreement, OMI shall have the right to renew for two additional terms of ten (10) years each, at OMI's discretion. Upon expiration of these option periods, further renewal of the Term may be effected by mutual agreement of the parties, as set forth in section 4.1 below.

4.1. **Renewal of Agreement.**

If the Parties wish to further renew this Agreement after expiration of the Term and the two renewal terms specified above, this can only be done by a separate writing executed by the Parties that complies with all of the following provisions:

4.1.1. It specifically authorizes further tenancy by OMI and specifies the terms of that tenancy, and

4.1.2. It is approved by each Party's governing body prior to the end of the Term, as extended by the two renewal terms specified above.

4.2. **Surrender.** On the last day of the Term hereof, or on sooner termination of this Agreement, OMI shall surrender to District the Premises and any then existing improvements in good order, condition and repair, reasonable wear and tear excepted, free and clear of all liens, claims and encumbrances, subject to sections 10 and 11 below. The condition of the Premises shall be similar to that existing as of the Commencement Date excepting normal ordinary wear and tear and any structural improvements made by OMI or District subsequent to the Commencement Date. This Agreement shall operate as a conveyance and assignment to District of any improvements identified by District to remain on the Premises. To the extent required by sections 10 and 11 below, OMI shall remove from the Premises all of OMI's personal property, trade fixtures, and any improvements made by OMI which OMI and District agreed would be removed by OMI. All property not so removed shall be deemed abandoned by OMI. If the Premises are not so surrendered at the termination of this Agreement in accordance with sections 10 and 11 below, OMI shall indemnify District against loss or liability resulting from delay by OMI in so surrendering the Premises including, without limitation, any claims made by any succeeding tenant or losses to District due to lost opportunities to obtain succeeding tenants.

5. Rent.

5.1. For and in consideration of the use of the Premises for the Term of this Agreement, OMI agrees to pay District an annual sum of one hundred ten thousand dollars ($110,000.00) ("Rent"). Nothing in either this provision for Rent or in any other provision of this Lease shall preclude OMI from participating in any future District policy that may be adopted regarding standard rates for District facilities, should those standard rates result in a reduction in OMI's rent obligation under this Agreement.

5.2. The Parties acknowledge that OMI has made substantial improvements to the Premises. During the Term, OMI intends to make additional recreational or other school facilities improvements to the Premises. In the event OMI constructs or installs recreational improvements or other school facilities, the Parties may agree to negotiate a reduction in the Rent. The District shall only agree to a reduction in the Rent for sums equal to the actual costs directly attributable to purchase, installation, and construction of the additional recreational improvements or facilities. The actual costs shall not include any of the costs of permits, inspections, environmental clearance, and/or maintenance of the additional recreational improvements or facilities, and shall not include any costs for overhead, or OMI staffing, as applicable, or other indirect expenses incurred by OMI, as applicable, pursuant to this Agreement.

5.3. Rent shall be paid quarterly and shall be due as follows:

- July 1 - $27,500
- October 1 - $27,500
- January 1 - $27,500
- April 1 - $27,500
-

5.4. Rent does not include the utility charges for the Premises. OMI shall pay for all utilities charges for the Premises. For purposes of this Agreement, utilities

include water, irrigation, gas, electricity, telephone, security and fire alarm monitoring, data and communication lines and service, trash pick-up, and sewage fees.

5.5. Annual Rent for the Premises shall increase by ten thousand dollars ($10,000.00) on the anniversary of the Commencement Date at the beginning of year six (6) and on each subsequent five (5) year anniversary thereafter, including any option period, as follows:

- Years 1 through 5 - $110,000.00
- Years 6 through 10 - $120,000.00
- Years 11 through 15 - $130,000.00[a]_

5.6. OMI shall pay promptly to District, the Rent when due during the Term, without deduction, setoff, prior notice or demand.

5.7. OMI acknowledges that late payment by OMI to District of the Rent and other sums due hereunder will cause District to incur costs not contemplated by this Agreement, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges. Accordingly, if District does not receive any installment of Rent or any other sum due from OMI by 4:00 p.m. within ten (10) days after such amount is due, OMI shall pay to District, as additional rent, a late charge equal to five percent (5%) of such overdue amount or the maximum amount allowed by law, whichever is less. The Parties hereby agree that such late charges represent a fair and reasonable estimate of the costs District will incur by reason of late payment by OMI. Acceptance of any late charge by District shall in no event constitute a waiver of OMI's default with respect to the overdue amount, nor prevent District from exercising any of its other rights and remedies granted hereunder.

5.8. Taxes; Assessments. OMI shall pay any assessment on the Premises, including any improvements which OMI constructs or causes to be constructed on the Premises, whether real estate, general, special, ordinary or extraordinary, or rental levy or tax, improvement bond, and/or fee imposed upon or levied against the Premises or OMI's legal or equitable interest created by this Agreement, and the taxes assessed against and levied upon OMI's alterations and utility installations that may be imposed by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Premises address and where the proceeds so generated are applied by the city, county or other local taxing authority having jurisdiction. The provisions of this Section shall survive the expiration or earlier termination of this Agreement.

6. Maintenance and Repairs.

OMI agrees to provide, at its own cost and expense, any and all maintenance for the Premises. Maintenance to be provided by OMI shall be consistent with the normal maintenance levels and shall insure safe and healthful use. OMI agrees that nothing in either this provision for Maintenance and Repairs or in any other provision of this

[a] Rent Increases during the 2 option periods shall follow the same 5 year incremental increase.

Agreement shall preclude OMI from participating in any future District policy that may be adopted regarding the administration of District-wide custodial services for District facilities. OMI agrees to participate with the District in said policy, as long as it is shown to be financially feasible for OMI to do so.

6.1. District shall have no maintenance or repair obligations with respect to the Premises. OMI hereby expressly waives the provisions of Subsection 1 of section 1932 and sections 1941 and 1942 of the Civil Code of California and all rights to make repairs at the expense of District as provided in section 1942 of the Civil Code.

7. Shared Recreational Use. District shall work with OMI staff to determine the appropriate joint use protocol for using the following recreational facilities ("Shared Use Facilities"): Regimental Hall, Leadership Field and Patriot Court. The District and OMI shall meet on a semi-annual basis to develop a Master Schedule for the Shared Use Facilities, as well as designate additional recreational facilities that may be appropriate for joint use. District and OMI shall cooperate and coordinate the scheduling of events and activities that each intends to hold at the Premises to avoid scheduling conflicts or having multiple events or activities occur at the same time on the Premises.

8. Improvements.

8.1. OMI may at its sole cost and expense, make or perform improvements, alterations, or additions to the Premises ("Improvements"), provided that any Improvements requiring approval of the Division of the State Architect shall require prior written notice and approval of District, which approval shall not be unreasonably withheld, conditioned or delayed. If District fails to respond within thirty (30) days after OMI's written request for approval of any Improvements, District shall be deemed to have given its approval to such Improvements. Improvements shall comply with all legal requirements relating to construction of the Improvements, including, without limitation, Title 24 of the California Code of Regulations, the Education Code (including the Field Act, Education Code §17280, et seq.), the Americans with Disabilities Act, the California Environmental Quality Act and regulations promulgated thereunder.

8.2. All contractors and subcontractors of OMI, if any, shall be duly licensed in the State of California. Under all circumstances, OMI must seek and receive approval from the Division of the State Architect for all of OMI's Improvements to the extent such approval is required by law.

8.3. OMI shall at its own expense obtain all necessary environmental and governmental approvals and permits, including, without limitation, the California Environmental Quality Act ("CEQA"), any necessary approvals from any local authority including any site, grading, zoning, design review and other required permits or approvals, if applicable, prior to commencing construction and shall provide District with evidence of approval by all applicable governmental agencies.

8.4. OMI shall be responsible for ensuring that all Improvements work is performed in strict compliance with the approved SWPPP, REAP, ATS, and the Construction Storm Water Permit issued, as required by applicable law.

8.5. All maintenance and construction activities performed by OMI shall comply with the Environmental Protection Agency's National Pollution Discharge Elimination System program and the Clean Water Act to prevent storm water pollution and a Storm Water Pollution Prevention Plan (SWPPP) approved by the appropriate governing authority, if applicable.

8.6. OMI shall be solely responsible for maintaining the Premises and OMI's Improvements installed thereon during the Term, including any extensions, and for compliance with all applicable laws or ordinances, rules and regulations.

8.7. OMI shall be solely responsible to make payment for any service or work performed in connection with the design and construction of the Improvements. OMI shall administer and resolve any claims or disputes that may arise in connection with the design and construction of the Improvements.

8.8. OMI and any person performing work for construction of the Improvements, shall exercise reasonable precautions to avoid damage and protect persons or property while on the Premises and any adjacent staging area. District assumes no liability for loss or damage to property or injuries to or deaths of agents, contractors, or employees of OMI by reason of the exercise of privileges given in this section. OMI shall indemnify and hold District harmless from any damage caused by the OMI's activities authorized in this section, except to the extent such damage was caused by District's gross negligence or willful misconduct. OMI shall either reimburse the District for any damage or destruction to the Premises, or other property, occurring by reason of the exercise of rights granted, or to replace or restore said property to its preexisting condition.

8.9. The Improvements shall be made by OMI at its sole expense.

8.10. OMI shall coordinate the work of the Improvements with the District. OMI shall provide notice to District in writing of the status of the Improvement projects and notify the District when the Improvements are completed. District shall have the right to inspect and reject the Improvements.

9. Removal of OMI's Personal Property.

On or before the expiration of this Agreement, or within seventy-five (75) days after any earlier termination of this Agreement, OMI shall remove all personal property and removable fixtures ("Property"), at its sole expense. OMI shall repair any damage to the Premises, caused by removal of OMI's Property and restore the Premises to good condition, less ordinary wear and tear. In the event that OMI fails to timely remove its Property,

District, upon fifteen (15) days written notice, may either (1) accept ownership of OMI's Property with no cost to District, or (2) remove OMI's Property at OMI's sole cost. In the event that District chooses to accept ownership of OMI's Property, OMI shall execute any necessary documents to effectuate the change in ownership of OMI's Property. In the event that District removes OMI's Property, OMI shall pay all invoices for the removal of OMI's Property within thirty (30) days of receipt of such invoices.

10. Surrender. Title to improvements at the Premises constructed by OMI shall be owned by OMI until expiration or the earlier termination of the term of this Agreement. All improvements on the Premises at the expiration of the term of this Agreement, or any options or mutually agreed to extensions shall, with compensation to OMI in an amount equal to their fair market value , become District's property; provided, that the improvements are DSA approved or can be utilized for adaptive re-use under the standards set-forth in the Division of State Architect's "FEASIBILITY GUIDELINES FOR SELECTION OF EXISTING NON-CONFORMING FACILITIES FOR REHABILITATION TO PUBLIC SCHOOLS AND CALIFORNIA COMMUNITY COLLEGES".[1] The regulations of Title 24, C.C.R. apply to any existing non-conforming building for purchase or lease by a district for use as a public school. If the improvements are not suitable for adaptive re-use, OMI shall remove improvements and return the property to the District in its pre-Agreement condition.

11. Fingerprinting and Criminal Background Verification. OMI shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code section 45125.1, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health and Safety Code relevant to community care facility licensing (Health & Saf. Code, § 1500 et seq.). OMI shall provide in writing verification of compliance with the aforementioned fingerprinting and criminal background investigation requirements to District.

12. Inspection of Premises. District shall have the right to enter the Premises to conduct its own compatible operations, or to conduct inspections of the Premises during usual business hours in order to insure that proper pest management control and maintenance is being conducted on the Premises. District will endeavor during the course of any access of the Premises to not disrupt Charter School's classroom and instructional activities.

13. Termination.

Termination For Convenience.

13.1.1. OMI may terminate this Agreement by written notification one hundred and eighty (180) days prior to the effective date of the termination. OMI acknowledges that this one hundred and eighty (180) day notice period is acceptable so that District can attempt to find another tenant.

13.2. **Termination for Cause**. Either Party may terminate this Agreement immediately for cause upon the occurrence of an event of default that is not cured within any applicable cure period. Cause shall include, without limitation:

[1] http://www.documents.dgs.ca.gov/dsa/pubs/feasibility_guidelines_pub_dsa_reh_01.pdf

13.2.1. Material violation of this Agreement by OMI or District that is not cured within ten (10) days after notice to the defaulting party of such violation if such violation constitutes a monetary breach of this Agreement or within thirty (30) days after notice to the defaulting party of such violation if such violation constitutes a non-monetary breach of this Agreement; provided, however, that if the nature of such default is such that more than thirty (30) days are reasonably required for its cure, then OMI or District, as applicable, shall not be deemed to be in default if such party shall commence such cure within said 30-day period and thereafter diligently prosecute such cure to completion; or

13.2.2. OMI is adjudged a bankrupt, OMI makes a general assignment for the benefit of creditors or a receiver is appointed on account of OMI's insolvency.

13.2.3. The cessation of OMI's program after a revocation, nonrenewal or surrender of the charter to the granting agency. However, OMI shall not be in default of this Agreement until after it has exhausted all appeals subsequent to the revocation or nonrenewal of its charter;

13.2.4. If District terminates this Agreement for cause, OMI's rights in the Premises shall terminate upon OMI's receipt of notice of termination from District. Upon receipt of District's notice of termination, OMI shall surrender and vacate the Premises in the condition required under this Agreement, and District may re-enter and take possession of the Premises and all the remaining improvements or property and eject OMI or any of OMI's subtenants, assignees or other person or persons claiming any right under or through OMI or eject some and not others or eject none. This Agreement may also be terminated by a judgment specifically providing for termination. Any termination under this Section shall not release OMI from the payment of any sum then due District or from any claim for damages or Rent previously accrued or then accruing against OMI.

13.3. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District and/or OMI.

13.4. Upon termination of this Agreement, OMI shall be responsible to restore the Premises to the extent required under Sections 4.2 and 11.

13.5. **Option to Terminate for Destruction.** OMI shall have the right to terminate this Agreement if, during the term, the improvements are damaged or destroyed by a casualty for which OMI is not required to carry insurance and the cost to repair or restore the damaged or destroyed Improvements exceeds fifty percent (50%) of the fair market value of the improvements immediately before the damage or destruction.

13.6. **Application of Insurance Proceeds**. Any and all fire and other insurance proceeds that become payable at any time during the term of this Agreement because of damage to or destruction of any Improvements on the Premises shall be paid to OMI and applied by OMI toward the costs of repairing and restoring the damaged or destroyed Improvements in the manner required herein, or if this Agreement is terminated under Section 14.5, applied by OMI towards the payment of any leasehold encumbrance.

14. Indemnification. To the fullest extent permitted by California law, OMI shall defend, indemnify, and hold harmless District, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, directly or indirectly arising out of, on account of, connected with, or resulting from, the operation, condition, use or occupancy of the Premises, all improvements thereon, and all areas appurtenant thereto, except to the extent that such losses, liabilities, claims, suits, and/or actions result from the gross negligence or willful misconduct of District or any of the indemnified parties; and in case any action or proceeding be brought against District that would be covered by the foregoing indemnity, OMI shall defend the same at OMI's sole expense. This Agreement is made on the express condition that District shall not be liable for, or suffer loss by reason of, injury to person or property, from whatever cause in any way connected with the condition, use or occupancy of the Premises specifically including, without limitation, any liability for injury to the person or property of the OMI, its agents, officers, employees, licensees and invitees. OMI shall keep the Premises clear of all liens, encumbrances and/or clouds on District's title to any portion of the Premises.

15. Insurance.

15.1. Insurance is to be placed with insurers with a current A.M. Best Insurance rating of no less than A-minus: VII and subject to the approval of District. OMI shall furnish District with the original certificates and amendatory endorsements effecting coverage required.

15.2. OMI acknowledges that the insurance to be maintained by District on the Premises will not insure any of OMI's property or improvements made by OMI.

15.3. OMI shall, at OMI's expense, obtain and keep in force during the term of this Agreement a policy of commercial general liability insurance and a comprehensive auto liability policy insuring District and OMI against claims and liabilities arising out of the operation, condition, use, or occupancy of the Premises and all areas appurtenant thereto, including parking areas. OMI's comprehensive auto liability policy shall insure all vehicle(s), whether hired, owned or non-owned. OMI's commercial general insurance shall be at least as broad as the Insurance Service Office (ISO) CG 00-01 form and in an amount of not less than Three Million dollars ($3,000,000) for bodily injury or death and property damage as a result of any one occurrence and a Three Million dollar ($3,000,000) general aggregate policy limit. In addition, OMI shall obtain a products/completed operations aggregate policy in the amount of One Million dollars ($1,000,000). The insurance carrier, deductibles and/or self insured retentions shall be approved by District, which approval shall not be unreasonably withheld. Prior to the Commencement Date, OMI shall

deliver to District a certificate of insurance evidencing the existence of the policies required hereunder and copies of endorsements stating that such policies shall:

15.3.1. Not be canceled or altered without thirty (30) days prior written notice to District;
15.3.2. State the coverage is primary and any coverage by District is in excess thereto;
15.3.3. Contain a cross liability endorsement; and
15.3.4. Include a separate endorsement naming District as an additional insured.

At least thirty (30) days prior to the expiration of each certificate, and every subsequent certificate, OMI shall deliver to District a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described above.

15.4. In the event of loss or damage to the Premises, the buildings, Improvements or any contents, each Party, and all persons claiming under each Party, shall look first to any insurance in its favor before making any claim against the other Party, and to the extent possible without adding additional costs, each Party shall obtain for each policy of insurance provisions permitting waiver of any claim against the other Party for loss or damage within the scope of the insurance and each Party, to the extent permitted, for itself and its insurers, waives all such insurance claims against the other Party.

15.5. Oakland Unified School District is permissibly self-insured for all losses pursuant to California Education Code Section 17566. The District's election in this regard is sufficient to satisfy any and all legal obligations that require it to provide evidence of Liability or property damage.

15.6. During the term of this Agreement, OMI shall comply with all provisions of law applicable to OMI with respect to obtaining and maintaining workers' compensation insurance. Prior to the commencement and any renewal of this Agreement and OMI's occupancy of the Premises, OMI shall provide District, as evidence of this required coverage, a certificate in a form satisfactory to District on or before the Commencement Date, providing that insurance coverage shall not be canceled or reduced without thirty (30) days prior written notice to District.

15.7. **Subrogation.** Except as provided in the Certificate of Insurance obtained per Section 13.3 above, neither OMI nor District shall be liable to the other or to any insurance company (by way of subrogation) insuring the other party for any loss or damage to the Premises, if any such loss or damage is covered by insurance benefiting the party suffering the loss or damage.

16. Eminent Domain. If the whole or any portion of Premises is taken by any paramount public authority under the power of eminent domain, then the rights and obligations of the parties shall be determined as follows: If Premises are totally taken by

condemnation; this Agreement shall terminate on the date of taking. If any portion of Premises is taken by condemnation, OMI shall have the right to either terminate this Agreement or to continue in possession of the remainder of Premises under the terms of this Agreement, provided that the Rent shall be reduced on an equitable basis, taking into account the relative value of the portion of the Premises taken as compared to the portion of the Premises remaining. Such right to terminate must be exercised by notifying District within ninety (90) days after possession of the part taken by eminent domain. All damages awarded for such taking shall belong to and is the property of District; provided, however, that OMI, not District, shall be entitled to any portion of the award made for loss of installations or improvements made by OMI in accordance with this Lease and for any award for any taking of OMI's personal property and fixtures belonging to OMI and removable by OMI upon expiration of the Term pursuant to the terms of this Lease, and for relocation expenses.

17. Surrender of Agreement Not Merger. The voluntary or other surrender of this Agreement by OMI, or a mutual cancellation thereof, shall not work a merger and shall, at the option of District, terminate all or any existing subleases or subtenancies, or operate as an assignment to District of any or all subleases or subtenancies.

18. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

District:
Silke M. Bradford Ed.D.
Director, Quality Diverse Providers
Oakland Unified School District
Office of Charter Schools
4551 Steele Street, Room 10
Oakland, CA 94619
Phone (510) 336-7500

With copy to:
Tadashi Nakadegawa, Facilities Director
Department of Facilities Planning and Management
Oakland Unified School District
955 High Street
Oakland, CA 94604

OMI:
Dr. Mark Ryan, Superintendent
Oakland Military Institute
3877 Lusk Street
Oakland, CA 94608

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by certified or registered mail shall be effective three (3) days after deposit in the United States mail.

19. No Assignment or Subletting. OMI shall not have the right, voluntarily or involuntarily, to assign, license, transfer or encumber this Agreement or sublet all or part of the Premises without District's consent, which consent shall not be unreasonably withheld, conditioned or delayed. Any purported transfer shall be void and shall, at District's election, constitute a default. No consent to transfer shall constitute a waiver of the provisions of this Section.

20. Joint and Several Liability. If OMI is more than one person or entity, each such person or entity shall be jointly and severally liable for the obligations of OMI hereunder.

21. Independent Contractor Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

22. Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in county in which the District's administrative offices are located.

24. Compliance with All Laws.

24.1. OMI shall at OMI's expense comply with all requirements of all governmental authorities, in force either now or in the future, affecting the Premises, and shall faithfully observe in OMI's use of the Premises all laws, regulations and ordinances of these authorities, in force either now or in the future including, without limitation, all applicable federal, state and local laws, regulations, and ordinances pertaining to air and water quality, hazardous material, waste disposal, air emission and other environmental matters (including the California Environmental Quality Act ("CEQA") and its implementing regulations in its use of the Premises), and all District policies, rules and regulations, including those indicated herein in **Exhibit "B,"** attached hereto and made a part of this Agreement. Specifically, OMI shall comply with the restriction on chemical usage indicated in **Exhibit "B."**

24.2. The judgment of a court of competent jurisdiction, or OMI's admission in an action or a proceeding against OMI, whether District be a party to it or not, that OMI has violated any law or regulation or ordinance in OMI's use of the Premises shall be considered conclusive evidence of that fact as between District and OMI. If OMI fails to comply with any such law, regulation or ordinance, District reserves the right to take necessary remedial measures at OMI's expense, for which OMI agrees to reimburse District on demand.

25. Hazardous Substances.

25.1. OMI shall comply with all applicable Environmental Laws relating to industrial hygiene and environmental conditions on, under or about the Premises,

including but not limited to, air, soil and ground water conditions. OMI shall not use Hazardous Substances on, under or about the Premises; provided, however, that OMI may use normal and customary cleaning solutions and office supplies so long as the use of those solutions and supplies are in quantities and in a manner wholly consistent with all applicable Environmental Laws; and further provided that OMI may use normal and customary chemicals for classroom use so long as the use of those chemicals are in quantities and in a manner wholly consistent with all applicable school standards. OMI shall not, nor shall OMI allow any party to, transport, use, store, maintain, generate, manufacture, handle, dispose, release or discharge any Hazardous Substance upon or about the Premises in violation of Environmental Laws, nor permit any subtenant, employee, agent, invitees or contractor to engage in such activities in violation of Environmental Laws upon or about the Premises, during the Term of the Agreement. OMI shall not be responsible for the remediation of any Hazardous Substances that were present at the Premises prior to OMI's occupancy thereof.

25.2. **Notice.** OMI will promptly notify District in writing if OMI has or acquires notice or knowledge that any Hazardous Substance has been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, or under or from the Premises in violation of Environmental Laws. OMI shall promptly provide copies to District of all written assessments, complaints, claims, citations, demands, fines, inquiries, reports, violations or notices relating to the conditions of the Premises or compliance with Environmental Laws. OMI shall promptly supply District with copies of all notices, reports, correspondence, and submissions made by OMI to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration, and any other local, state, or federal authority that requires submission of any information concerning environmental matters or Hazardous Substances pursuant to Environmental Laws. OMI shall promptly notify District of any liens threatened or attached against the Premises pursuant to any Environmental Laws.

25.3. **Inspection.** District and District's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by District, may (but without the obligation or duty to do so), at any time and from time to time, on not less than ten (10) business days' notice to OMI (except in the event of an emergency, in which case, no notice will be required), inspect the Premises to determine whether OMI is complying with OMI's obligations set forth in this Section, and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as District and OMI may agree.

25.4. **Indemnification.** OMI shall indemnify, defend (by counsel reasonably approved in writing by District), protect, release, save and hold harmless District from and against any and all Claims arising from any breach of OMI's covenants under this Section, except to the extent caused by the gross negligence or willful misconduct of District.

26. Attorneys' Fees. If either Party files any action or brings any proceedings against the other arising out of this Agreement, the prevailing party shall be entitled to recover, in addition to its costs of suit and damages, reasonable attorneys' fees to be fixed by the court. The "prevailing party" shall be the Party who is entitled to recover its costs of suit, whether or not suit proceeds to final judgment. No sum for attorneys' fees shall be counted in calculating the amount of a judgment for purposes of determining whether a Party is entitled to its costs or attorneys' fees.

27. Waiver. The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

28. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

29. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

30. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the Parties hereto.

31. Severability. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

32. Incorporation of Recitals and Exhibits. The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.

33. Authorization to Sign Agreement. If OMI is a corporation, each individual executing this Agreement on behalf of OMI represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of OMI in accordance with a duly adopted resolution of OMI's Board of Directors, and that this Agreement is binding upon OMI in accordance with its terms, and OMI shall, concurrently with its execution of the Agreement, deliver to District upon its request a certified copy of a resolution of its Board of Directors authorizing the execution of this Agreement. If OMI is a partnership or trust, each individual executing this Agreement on behalf of OMI represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of OMI in accordance with the terms of such entity's partnership agreement or trust agreement, respectively, and that this Agreement is binding upon OMI in accordance with its terms, and OMI shall, concurrently with its execution of the Agreement, deliver to District upon its request such certificates or written assurances from the partnership or trust as District may request authorizing the execution of this Agreement. Each individual executing this Agreement on behalf of District represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of District and this Agreement is binding upon District in accordance with its terms.

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement as of the day and year first above written.

File ID Number: 13-1110
Introduction Date: 6/12/13
Enactment Number: 13-1133
Enactment Date: 6/12/13
By: O.S

ACCEPTED AND AGREED on the date indicated below:

OAKLAND UNIFIED ~~SCHOOL DIS~~TRICT

David Kakashiba, President, Board of Education — Date: 6/14/13

Edgar Rakestraw, Jr., Secretary, Board of Education — Date: 6/14/13

OAKLAND MILITARY INSTITUTE,
COLLEGE PREPARATORY ACADEMY

BY: Mark P Ryan — Date: 17 June 2013

ITS: Superintendent

APPROVED AS TO FORM

Jacqueline Minor, OUSD General Counsel — Date:

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: The District certifies to the best of its knowledge and belief, that it and its officials: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List.
https://www.sam.gov/portal/public/SAM

Jacqueline Minor, OUSD General Counsel

Appendix G: Budget Documents

Oakland Military Institute
Budget Summary
Budget Projections, 2018-19 to 2023-24

CSMC

SACS Code	Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue							
	State	8,752,753	9,281,540	9,673,041	10,063,646	10,376,744	10,686,983
	Federal	365,709	383,385	393,376	396,873	397,498	397,498
	Local	2,733,778	2,753,492	2,760,563	2,762,964	2,762,964	2,762,964
Total Revenue		**$ 11,852,240**	**$ 12,418,417**	**$ 12,826,980**	**$ 13,223,483**	**$ 13,537,205**	**$ 13,847,445**
Expenses							
1000	Certificated Salaries	2,806,391	2,862,028	2,918,778	3,005,605	3,095,036	3,187,151
2000	Classified Salaries	4,062,069	4,143,310	4,226,176	4,352,962	4,483,551	4,618,057
3000	Benefits	2,231,315	2,406,948	2,569,657	2,673,136	2,773,637	2,878,233
4000	Books and Supplies	544,063	593,725	624,466	646,794	665,810	685,384
5000	Services and Other Operating Expenses	1,575,542	1,690,247	1,769,306	1,833,728	1,892,623	1,953,338
6000	Capital Outlay	332,015	332,015	332,015	332,015	332,015	332,015
7000	Other Outgoing						
Total Expenses		**$ 11,551,396**	**$ 12,028,274**	**$ 12,440,398**	**$ 12,844,239**	**$ 13,242,672**	**$ 13,654,178**
Surplus / (Deficit)		**$ 300,844**	**$ 390,143**	**$ 386,582**	**$ 379,244**	**$ 294,534**	**$ 193,267**
As a % of LCFF revenue		4%	5%	4%	4%	3%	2%
Beginning Balance		3,475,564	3,776,408	4,166,551	4,553,133	4,932,377	5,226,910
Ending Balance		**$ 3,776,408**	**$ 4,166,551**	**$ 4,553,133**	**$ 4,932,377**	**$ 5,226,910**	**$ 5,420,177**
As a % of Total Expenditures		33%	35%	37%	38%	39%	40%

Oakland Military Institute
Revenue
Budget Projections, 2018-19 to 2023-24

CSMC

SACS		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
State		**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**
8011	LCFF; state aid portion	5,196,747	5,732,094	6,053,576	6,414,410	6,721,296	7,022,587
8012	LCFF; EPA portion	1,087,281	1,146,404	1,168,034	1,175,244	1,175,244	1,175,244
8096	In-Lieu of Property Taxes, all grades	1,685,924	1,777,599	1,811,139	1,822,318	1,822,318	1,822,318
8019	Prior Year Income / Adjustments						
8520	State Child Nutrition program	149,882	158,032	161,014	162,008	162,008	162,008
8560	Lottery	148,894	156,990	159,952	160,940	160,940	160,940
8550	Mandate Block Grant	23,612	25,773	26,948	28,231	25,920	25,920
8591	SB 740 Rent re-imbursement program	147,242	154,604	162,334	170,450	178,973	187,922
8590	One-time Grant	128,127					
8590	All Other State Revenue /ASES/ Clean Energy	185,045	130,045	130,045	130,045	130,045	130,045
8599	Prior Year State Income						
State Revenue		**$ 8,752,753**	**$ 9,281,540**	**$ 9,673,041**	**$ 10,063,646**	**$ 10,376,744**	**$ 10,686,983**
Federal							
8181	Special Education, federal	89,875	94,250	99,375	101,250	101,875	101,875
8220	Federal Child Nutrition Programs						
8290	All Other Federal Revenue, inc Facilities Incentive Grants program						
8291	Title I	244,603	257,904	262,770	264,392	264,392	264,392
8292	Title II	31,231	31,231	31,231	31,231	31,231	31,231
8293	Title III						
8294	Title IV						
8299	Prior Year Federal Revenue						
Federal Revenue		**$ 365,709**	**$ 383,385**	**$ 393,376**	**$ 396,873**	**$ 397,498**	**$ 397,498**
Local							
8660	Interest	1,750	1,750	1,750	1,750	1,750	1,750
8782	All Other Transfers from County Offices						
8784	All Other Transfers from Other Locations						
8785	CMO Management fee						
8792	SPED State / Other Transfers from County	362,158	381,872	388,943	391,344	391,344	391,344
8792	SPED MH	88,470	88,470	88,470	88,470	88,470	88,470
8980	Student Lunch Revenue						
8682	Grants / Donations	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
8983	All Other Local Revenue						
8984	Student Body (ASB) Fundraising Revenue						
8985	School Site Fundraising/Grizzly Exchange	75,000	75,000	75,000	75,000	75,000	75,000
8986	Rental Income	6,400	6,400	6,400	6,400	6,400	6,400
8999	CNG Agreement	200,000	200,000	200,000	200,000	200,000	200,000
Local Revenue		**$ 2,733,778**	**$ 2,753,492**	**$ 2,760,563**	**$ 2,762,964**	**$ 2,762,964**	**$ 2,762,964**
Total Revenue		**$ 11,852,240**	**$ 12,418,417**	**$ 12,826,980**	**$ 13,223,483**	**$ 13,537,205**	**$ 13,847,445**

Oakland Military Institute
Revenue
Budget Projections, 2018-19 to 2023-24

CSMC

Assumed revenue rate increase over previous year:

3.7%	2.6%	2.7%	3.4%	3.3%	3.1%

SACS		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Revenue Rates 2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
State		**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**	**FCMAT 9/26/18**								
8011	LCFF; state aid portion	5,196,747	5,732,094	6,053,576	6,414,410	6,721,296	7,022,587								Calculated per latest FCMAT template; 5yr avg. COLA used in 23-24
8012	LCFF; EPA portion	1,087,281	1,146,404	1,168,034	1,175,244	1,175,244	1,175,244								Calculated per latest FCMAT template; 5yr avg. COLA used in 23-25
8096	In-Lieu of Property Taxes, all grades	1,685,924	1,777,599	1,811,139	1,822,318	1,822,318	1,822,318								Calculated per latest FCMAT template; 5yr avg. COLA used in 23-26
8019	Prior Year Income / Adjustments														
8520	State Child Nutrition program	149,882	158,032	161,014	162,008	162,008	162,008								increase per ADA only; no COLA
8560	Lottery	148,894	156,990	159,952	160,940	160,940	160,940	194.00	204.00	204.00	204.00	204.00	204.00	204.00	per current year ADA; rate based on SSC Dartboard
8550	Mandate Block Grant	23,612	25,773	26,948	28,231	25,920	25,920	16	45						per current year ADA; rate based on SSC Dartboard
8591	SB 740 Rent re-imbursement program	147,242	154,604	162,334	170,450	178,973	187,922								assumes full funding & COLA based on SSC Dartboard
8590	One-time Grant	128,127													
8590	All Other State Revenue /ASES/ Clean Energy	185,045	130,045	130,045	130,045	130,045	130,045		-	-	-	-	-	-	ASES only in 2019-20 and beyond
8599	Prior Year State Income														
State Revenue		**$ 8,752,753**	**$ 9,281,540**	**$ 9,673,041**	**$ 10,063,646**	**$ 10,376,744**	**$ 10,686,983**								
Federal															
8181	Special Education, federal	89,875	94,250	99,375	101,250	101,875	101,875								per EDCOE SELPA MYP calculator & ADA increase
8220	Federal Child Nutrition Programs														
8290	All Other Federal Revenue, inc Facilities Incentive Grants program														
8291	Title I	244,603	257,904	262,770	264,392	264,392	264,392								per 1819PA & ADA increase
8292	Title II	31,231	31,231	31,231	31,231	31,231	31,231								per 1819PA & ADA increase
8293	Title III														
8294	Title IV														
8299	Prior Year Federal Revenue														
Federal Revenue		**$ 365,709**	**$ 383,385**	**$ 393,376**	**$ 396,873**	**$ 397,498**	**$ 397,498**								
Local															
8660	Interest	1,750	1,750	1,750	1,750	1,750	1,750								
8782	All Other Transfers from County Offices														
8784	All Other Transfers from Other Locations														
8785	CMO Management fee														
8792	SPED State / Other Transfers from County	362,158	381,872	388,943	391,344	391,344	391,344								per EDCOE SELPA MYP calculator & ADA increase
8792	SPED MH	88,470	88,470	88,470	88,470	88,470	88,470								per prior year; no ADA or COLA increase
8980	Student Lunch Revenue														
8682	Grants / Donations	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000								per prior year data
8983	All Other Local Revenue														
8984	Student Body (ASB) Fundraising Revenue														
8985	School Site Fundraising/Grizzly Exchange	75,000	75,000	75,000	75,000	75,000	75,000								per prior year data
8986	Rental Income	6,400	6,400	6,400	6,400	6,400	6,400								per prior year data
8999	CNG Agreement	200,000	200,000	200,000	200,000	200,000	200,000								per prior year data
Local Revenue		**$ 2,733,778**	**$ 2,753,492**	**$ 2,760,563**	**$ 2,762,964**	**$ 2,762,964**	**$ 2,762,964**								
Total Revenue		**$ 11,852,240**	**$ 12,418,417**	**$ 12,826,980**	**$ 13,223,483**	**$ 13,537,205**	**$ 13,847,445**								

Oakland Military Institute
Expenses Summary
Budget Projections, 2018-19 to 2023-24

CSMC

SAC	SAC Code	Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certificated Salaries								
	1100	Teachers' Salaries	2,611,545	2,663,776	2,717,051	2,798,563	2,882,520	2,968,995
	1105	Teachers' Stipends / Bonus	24,550	24,550	24,550	24,550	24,550	24,550
	1120	Substitute Expense	-	-	-			-
	1200	Certificated Pupil Support Salaries	-	-	-			-
	1300	Certificated Supervisor and Administrator Salari	170,296	173,702	177,176	182,492	187,966	193,605
	1305	Certificated Sup. and Admin. Stipends / Bonus	-	-	-			-
	1900	Other Certificated Salaries	-	-	-	-	-	-
	1910	Other Certificated Overtime	-	-	-			-
1000		**Subtotal**	**$ 2,806,391**	**$ 2,862,028**	**$ 2,918,778**	**$ 3,005,605**	**$ 3,095,036**	**$ 3,187,151**
Classified Salaries								
	2100	Instructional Aide Salaries	2,532,553	2,583,204	2,634,868	2,713,914	2,795,332	2,879,192
	2110	Instructional Aide Overtime	-	-	-			-
	2200	Classified Support Salaries (Maintenance / Food	68,903	70,281	71,687	73,837	76,052	78,334
	2210	Classified Support Overtime	-	-	-			-
	2300	Classified Supervisor and Administrator Salaries	744,675	759,569	774,760	798,003	821,943	846,601
	2400	Clerical, Technical, and Office Staff Salaries	163,287	166,553	169,884	174,980	180,230	185,637
	2410	Clerical, Technical, and Office Staff Overtime	-	-	-			-
	2900	Other Classified Salaries	552,651	563,704	574,978	592,227	609,994	628,294
	2905	Other Stipends	-	-	-			-
	2910	Other Classified Overtime	-	-	-			-
2000		**Subtotal**	**$ 4,062,069**	**$ 4,143,310**	**$ 4,226,176**	**$ 4,352,962**	**$ 4,483,551**	**$ 4,618,057**
Employee Benefits								
	3101	State Teachers' Retirement System, certificated p	456,881	518,886	557,487	559,179	575,955	593,233
	3202	Public Employees' Retirement System, classified	335,730	393,519	459,271	495,192	510,047	525,349
	3313	OASDI	253,197	258,234	263,371	271,273	279,411	287,793
	3323	Medicare	99,908	101,893	103,917	107,035	110,246	113,553
	3403	Health & Welfare Benefits	932,556	979,184	1,028,143	1,079,550	1,133,528	1,190,204
	3503	State Unemployment Insurance	42,800	42,800	42,800	42,800	42,800	42,800
	3603	Worker Compensation Insurance	110,243	112,433	114,667	118,107	121,651	125,300
	3703	Other Post Employment Benefits	-	-	-			-
	3903	Other Benefits	-	-	-			-
3000		**Subtotal**	**$ 2,231,315**	**$ 2,406,948**	**$ 2,569,657**	**$ 2,673,136**	**$ 2,773,637**	**$ 2,878,233**

Total Personnel Expenses	**$ 9,099,776**	**$ 9,412,287**	**$ 9,714,611**	**$ 10,031,703**	**$ 10,352,224**	**$ 10,683,441**	

Books and Supplies

4100	Approved Textbooks and Core Curricula Materi	19,094	20,837	21,916	22,699	23,367	24,054
4200	Books and Other Reference Materials	8,106	8,846	9,304	9,637	9,920	10,212
4300	Materials and Supplies	53,000	57,838	60,833	63,008	64,860	66,767
4315	Classroom Materials and Supplies	35,000	38,195	40,172	41,609	42,832	44,091
4342	Materials for School Sponsored Athletics	7,982	8,711	9,162	9,489	9,768	10,055
4381	Janitorial Supplies	15,000	16,369	17,217	17,832	18,357	18,896
4400	Noncapitalized Equipment	71,493	78,019	82,058	84,992	87,491	90,063
4410	Software & Software Licensing	130,000	141,866	149,212	154,547	159,090	163,768
4430	Noncapitalized Student Equipment	10,000	10,913	11,478	11,888	12,238	12,598
4342	Uniforms	73,638	80,360	84,520	87,542	90,116	92,766
4700	Food and Food Supplies	120,750	131,772	138,595	143,550	147,771	152,115
4000	**Subtotal**	**$ 544,063**	**$ 593,725**	**$ 624,466**	**$ 646,794**	**$ 665,810**	**$ 685,384**

Services and Other Operating Expenses

5200	Travel and Conferences	12,000	13,095	13,773	14,266	14,685	15,117
5210	Training and Development Expense	30,000	32,738	34,434	35,665	36,713	37,793
5300	Dues and Memberships	7,320	7,988	8,402	8,702	8,958	9,221
5400	Insurance	103,167	112,584	118,413	122,647	126,253	129,965
5500	Operation and Housekeeping Services/Supplies	138,900	143,762	148,405	152,768	157,259	161,883
5501	Utilities	74,642	81,455	85,672	88,736	91,344	94,030
5600	Space Rental/Leases Expense	196,322	206,138	216,445	227,267	238,631	250,562
5601	Building Maintenance	22,000	22,770	23,505	24,197	24,908	25,640
5602	Other Space Rental	-	-	-			-
5605	Equipment Rental/Lease Expense	26,544	28,967	30,467	31,556	32,484	33,439
5610	Equipment Repair	5,000	5,175	5,342	5,499	5,661	5,827
5800	Professional/Consulting Services and Operating	99,411	108,486	114,103	118,182	121,657	125,234
5803	Banking and Payroll Service Fees	10,000	10,913	11,478	11,888	12,238	12,598
5805	Legal Services	15,000	16,369	17,217	17,832	18,357	18,896
5806	Audit Services	25,000	25,875	26,711	27,496	28,304	29,137
5810	Educational Consultants	150,237	163,951	172,440	178,605	183,856	189,261
5811	Student Transportation / Field Trips	8,250	9,003	9,469	9,808	10,096	10,393
5815	Advertising / Recruiting	12,500	13,641	14,347	14,860	15,297	15,747
5820	Fundraising Expense	20,000	21,826	22,956	23,776	24,475	25,195
5830	Field Trips	7,500	8,185	8,608	8,916	9,178	9,448
5873	Financial Services	175,000	181,125	186,975	192,472	198,131	203,956
5875	District Oversight Fee	79,700	86,561	90,327	94,120	97,189	100,202
5877	IT Services	310,700	339,061	356,616	369,367	380,226	391,405
5890	Interest Expense / Misc. Fees	-	-	-			-
5899	CMO Management Fee	-	-	-			-
5900	Communications	46,350	50,581	53,200	55,102	56,722	58,390
5999	Expense Suspense	-	-	-			-
5000	**Subtotal**	**$ 1,575,542**	**$ 1,690,247**	**$ 1,769,306**	**$ 1,833,728**	**$ 1,892,623**	**$ 1,953,338**

Capital Outlay

6900	Depreciation Expense	332,015	332,015	332,015	332,015	332,015	332,015
6000	**Subtotal**	**$ 332,015**	**$ 332,015**	**$ 332,015**	**$ 332,015**	**$ 332,015**	**$ 332,015**

Other Outgoing

7010	Special Education Encroachment						
7438	Debt Service - Interest						
7000	**Subtotal**						

Total Non-Personnel Expenses	**$ 2,451,620**	**$ 2,615,987**	**$ 2,725,787**	**$ 2,812,537**	**$ 2,890,448**	**$ 2,970,737**
Total Expenses	**$ 11,551,396**	**$ 12,028,274**	**$ 12,440,398**	**$ 12,844,239**	**$ 13,242,672**	**$ 13,654,178**

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Oakland Military Institute,
(name continued) College Preparatory Academy
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2018/19

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2018/19 Unrestricted	FY 2018/19 Restricted	FY 2018/19 Total	Totals for 2019/20	Totals for 2020/21
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	5,631,291.60	0.00	5,631,291.60	6,185,189.29	6,410,624.29
Education Protection Account State Aid - Current Year	8012	1,082,766.24	0.00	1,082,766.24	1,134,899.28	1,134,899.28
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,805,807.16	0.00	1,805,807.16	1,892,753.43	1,892,753.43
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		8,519,865.00	0.00	8,519,865.00	9,212,842.00	9,438,277.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	266,647.07	266,647.07	278,193.00	278,193.00
Special Education - Federal	8181, 8182	0.00	89,875.00	89,875.00	101,250.00	106,125.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	356,522.07	356,522.07	379,443.00	384,318.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	474,545.89	474,545.89	492,852.89	492,657.89
All Other State Revenues	StateRevAO	509,306.59	314,922.45	824,229.04	643,816.24	648,840.38
Total, Other State Revenues		509,306.59	789,468.34	1,298,774.93	1,136,669.13	1,141,498.27
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	1,283,150.00	0.00	1,283,150.00	1,283,150.00	1,283,150.00
Total, Local Revenues		1,283,150.00	0.00	1,283,150.00	1,283,150.00	1,283,150.00
5. TOTAL REVENUES		10,312,321.59	1,145,990.42	11,458,312.00	12,012,104.13	12,247,243.27
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,236,379.00	481,874.00	2,718,253.00	2,772,172.06	2,827,169.50
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	160,000.00	0.00	160,000.00	163,200.00	166,464.00
Other Certificated Salaries	1900	68,903.00	0.00	68,903.00	70,281.06	71,686.68
Total, Certificated Salaries		2,465,282.00	481,874.00	2,947,156.00	3,005,653.12	3,065,320.18
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	2,286,828.00	240,413.00	2,527,241.00	2,577,785.82	2,629,341.54
Non-certificated Support Salaries	2200	58,234.00	0.00	58,234.00	59,398.68	60,586.65
Non-certificated Supervisors' and Administrators' Sal.	2300	616,675.00	0.00	616,675.00	629,008.50	641,588.67
Clerical and Office Salaries	2400	108,390.00	0.00	108,390.00	110,557.80	112,768.96
Other Non-certificated Salaries	2900	507,132.00	0.00	507,132.00	517,274.64	527,620.13
Total, Non-certificated Salaries		3,577,259.00	240,413.00	3,817,672.00	3,894,025.44	3,971,905.95

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Oakland Military Institute,
(name continued) College Preparatory Academy

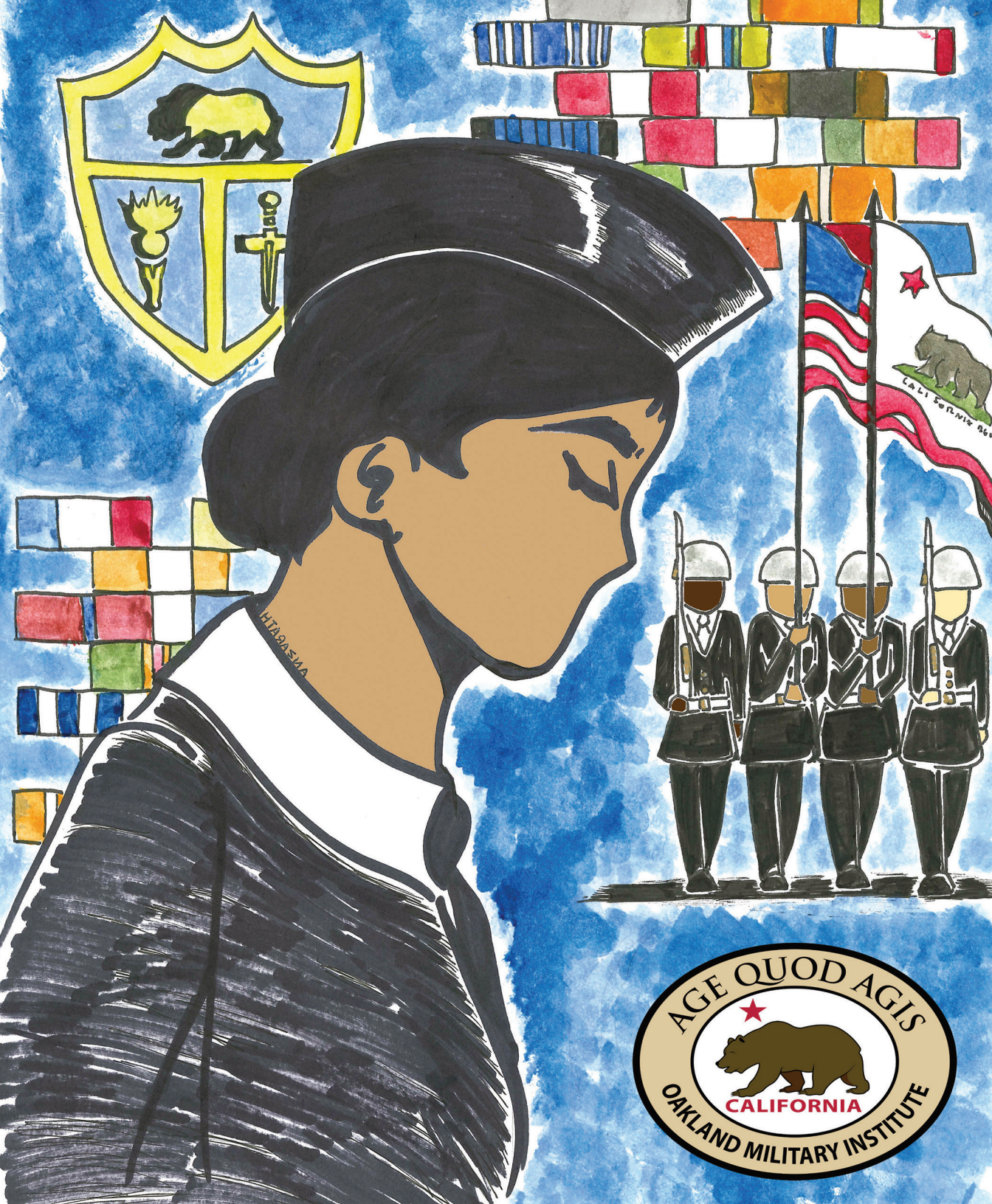
Description	Object Code	FY 2018/19 Unrestricted	FY 2018/19 Restricted	FY 2018/19 Total	Totals for 2019/20	Totals for 2020/21
3. Employee Benefits						
STRS	3101-3102	390,982.59	78,449.09	469,431.68	533,150.86	572,824.08
PERS	3201-3202	341,156.76	0.00	341,156.76	399,879.14	466,694.39
OASDI / Medicare / Alternative	3301-3302	314,960.88	25,378.77	340,339.65	347,107.84	354,011.40
Health and Welfare Benefits	3401-3402	700,866.06	0.00	700,866.06	735,909.37	772,704.83
Unemployment Insurance	3501-3502	36,800.00	4,800.00	41,600.00	41,600.00	41,600.00
Workers' Compensation Insurance	3601-3602	97,016.66	11,556.59	108,573.25	110,730.86	112,931.62
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		1,881,782.96	120,184.45	2,001,967.40	2,168,378.07	2,320,766.33
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	30,000.00	0.00	30,000.00	32,394.07	33,417.72
Books and Other Reference Materials	4200	7,500.00	0.00	7,500.00	8,098.52	8,354.43
Materials and Supplies	4300	65,364.00	37,636.00	103,000.00	111,219.63	114,734.17
Noncapitalized Equipment	4400	260,000.00	0.00	260,000.00	280,748.58	289,620.23
Food	4700	0.00	120,750.00	120,750.00	130,386.12	134,506.32
Total, Books and Supplies		362,864.00	158,386.00	521,250.00	562,846.91	580,632.87
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	15,153.00	26,847.00	42,000.00	45,351.69	46,784.81
Dues and Memberships	5300	10,000.00	0.00	10,000.00	10,798.02	11,139.24
Insurance	5400	103,166.80	0.00	103,166.80	111,399.74	114,919.97
Operations and Housekeeping Services	5500	213,541.60	0.00	213,541.60	230,582.69	237,869.11
Rentals, Leases, Repairs, and Noncap. Improvements	5600	102,624.17	147,242.00	249,866.17	269,806.05	278,331.92
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	793,796.95	300,000.00	1,093,796.95	1,181,215.11	1,217,884.59
Communications	5900	46,350.00	0.00	46,350.00	50,048.83	51,630.38
Total, Services and Other Operating Expenditures		1,284,632.52	474,089.00	1,758,721.52	1,899,202.13	1,958,560.01
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	*6900*	332,015.00	0.00	332,015.00	332,015.00	332,015.00
Total, Capital Outlay		332,015.00	0.00	332,015.00	332,015.00	332,015.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		9,903,835.48	1,474,946.45	11,378,781.92	11,862,120.67	12,229,200.34
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		408,486.11	(328,956.03)	79,530.08	149,983.46	18,042.93

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Oakland Military Institute,
(name continued) College Preparatory Academy

Description	Object Code	FY 2018/19 Unrestricted	FY 2018/19 Restricted	FY 2018/19 Total	Totals for 2019/20	Totals for 2020/21
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(328,956.03)	328,956.03	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(328,956.03)	328,956.03	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		79,530.08	(0.00)	79,530.08	149,983.46	18,042.93
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	0.00	0.00	0.00	79,530.08	229,513.54
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		0.00	0.00	0.00	79,530.08	229,513.54
2. Ending Fund Balance, June 30 (E + F.1.c.)		79,530.08	(0.00)	79,530.08	229,513.54	247,556.47
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	341,363.46	0.00	341,363.46	355,863.62	366,876.01
Undesignated / Unappropriated Amount	9790	(261,833.38)	(0.00)	(261,833.38)	(126,350.08)	(119,319.54)

Appendix H: Parent/Cadet Handbook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CALIFORNIA
OAKLAND MILITARY INSTITUTE

Oakland Military Institute
College Preparatory Academy

3877 Lusk St, Emeryville, CA 94608
oakmil.org
info@omiacademy.org

Main: (510) 594-3900
Middle School Office: (510) 594-3917
High School Office: (510) 594-3994

2018 | 2019

This ClassTracker Planner belongs to:

Name

Grade

Company

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OMI ACADEMY ADMINISTRATION

Mrs. Johnna Grell .....Superintendent
Ms. Cesley Frost.....Middle School Principal
Ms. Toniesha Webb…….High School Principal
Colonel Peter Cross…..Commandant
Chief Master Sergeant Gary Charles……..CFO
Ms. Katherine DeVinna…….Director of Academic Performance
Ms. Corrine Christiansen……...Director of Climate, Culture, and Special Education
Mr. Vincent Bordelon…….Dean of Students

CADET/PARENT HANDBOOK
2018-2019

INDEX

Chapter 1 – Introduction
Chapter 2 – Academics and Attendance
Chapter 3 – Leaders of Character (LOC)
Chapter 4 – Athletics
Chapter 5 – General School Programs and Policies

Chapter 1 – Introduction

OMI MISSION STATEMENT

The Oakland Military Institute College Preparatory Academy ("OMI," the "Charter School," or the "School") develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics.

OMI FOCUS

Every graduate will be college and career ready (through) Mastery of the Common Core Standards (attained by) Reading at Lexile level of 1300 or more.

PHILOSOPHY STATEMENT

OMI's four (4) pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS. Using a military framework, 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 of character.

The demanding **ACADEMIC** program consists of language arts, math, science and history, as well as world languages, fine arts, leadership, and physical fitness training. OMI seeks and supports cadets who have ambition and are ready to take responsibility for their own learning. OMI offers honors, advanced placement, and college level courses. We also understand that some of our cadets enter OMI performing below grade level, and we require these cadets to accelerate learning through before school, after school, and summer academic programs. Through hard work, determination, and a positive attitude, all cadets are expected to do whatever it takes to meet OMI's rigorous academic standards and achieve proficiency on the Common Core State Standards. We partner with parents to communicate about cadet progress and help all cadets succeed to the best of their abilities. ***Parents have a set of duties to fulfill their role as the primary educators of their cadet.***

The military framework of the school develops **LEADERSHIP** and promotes a sense of pride and community, as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic 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 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.

ATHLETICS is an integral part of the total educational experience here at OMI. OMI cadets are provided frequent opportunities to participate in interscholastic and intramural individual and team athletic development activities and competition. In addition to fulfilling physical fitness goals, being involved in athletics provides cadets with opportunities to develop leadership skills and to learn the ideals of fair play and ethical behavior necessary for competition and cooperation in our society. It also provides our cadets with the unique opportunities for self-discipline and self- sacrifice, as well as loyalty to the community, the school, and the team.

Through the four pillars of academics, leadership, citizenship, and athletics, OMI prepares cadets for successful admission to college, completion of college, and entry into the adult world as leaders of character who make our world a better place, do the right thing, and treat others the way they want to be treated.

OMI CADET CODE OF HONOR

"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.

OMI CADET CREED

1. I am an Oakland Military Institute Cadet; I will always conduct myself to bring credit to my family, country, academy, and corps of cadets.
2. I am loyal and patriotic. I am the future of the United States of America.
3. I do not lie, cheat, or steal and will always be accountable for my actions and deeds
4. I will work hard to improve my mind and strengthen my body
5. I will seek the mantle of leadership and stand prepared to uphold the Constitution of the United States of America

DUTIES OF AN OMI CADET

1. Learn and strive for academic excellence
2. Set goals and work hard to achieve them
3. Respect oneself and others
4. Demonstrate integrity and good character
5. Accept responsibility and the mantle of leadership
6. Follow instructions
7. Wear the uniform properly and with pride
8. Use military courtesy
9. Care for the OMI campus
10. Work well as a member of teams
11. Serve the school and community
12. Prepare for success in college
13. Celebrate and take pride in success
14. Be physically fit and active
15. Get involved in school activities

DUTIES OF AN OMI PARENT

1. Ensure your cadet wears the correct and complete uniform daily and complies with all grooming and appearance standards.
2. Promote daily, proper use of the school planner and check homework daily for completeness.
3. Read the entire planner and act upon the weekly parent bulletin. Refer to the school calendar and website often in order to be up-to-date on important OMI events.
4. Ensure your cadet attends school every day on time and only misses class for very serious reasons.
5. Participate in Parent Advisory Council activities, including attending cadet led conferences, general parent meetings, and other school activities.
6. Praise your cadet's achievements and celebrate triumphs.
7. Communicate with teachers when you have questions and respond to contacts from the school.
8. Encourage your cadet to do the right thing always, treat others with respect, and make OMI a better place.
9. Ensure your cadet attends and participates fully in academic support classes when assigned, and takes those classes seriously.
10. Help your cadet believe that attending a four year college/university and postsecondary education is desirable and achievable.
11. Communicate through your cadet's TAC team any concerns or questions you may have.
12. Ensure your cadet participates in athletics and other extracurricular programs, and attend events your cadet is involved in (athletics, etc.).
13. Require your cadet to adhere to the cadet code of honor at all times.
14. Ensure your cadet eats the healthy meals/snacks at Café OMI or has healthy food when at school.

NONDISCRIMINATION STATEMENT

OMI does not discriminate against any student or employee on the basis of actual or perceived disability, pregnancy, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation.

OMI adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

OMI is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including bullying, discrimination or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in the above section should be directed to the OMI Uniform Complaint Procedures ("UCP") Compliance Officer:

Superintendent
Oakland Military Institute
3877 Lusk St, Emeryville, CA 94608
(510) 594-3900

Chapter 2 – Academics and Attendance

THE ACADEMIC PROGRAM AND POLICIES

Academic Courses

All OMI cadets will participate in coursework stressing fundamental, core subjects. Cadets will attend courses in subject areas of language arts, mathematics, history, reading, science, foreign language, and Leaders of Character/physical education.

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 and Report Cards

Grades represent an assessment of the cadet's work and potential for success. They are devices for measuring and reporting progress and achievement. They aid cadets in determining their individual strengths and weaknesses, and they are incentives to greater academic growth. At the close of each semester, a report card is mailed home to parents. Cadets or parents who have a question 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 Superintendent or Designee who will make the final decision.

Academic Progress Reporting

Report cards are issued 2 times a year, once at the end of each school semester as designated on the school calendar.

Progress reports are issued 8 times a year, approximately every three weeks. All cadets will be issued a progress report that needs to be reviewed by the parent/guardian. The intention of progress reports is to ensure that all parents/guardians are aware of the cadet progress. It is as important to know when a cadet is doing well, as well as areas where improvement is needed. **Please note that progress reports are mailed home.** Consult the school calendar so that you know when to expect your cadet's progress report. If by any chance you do not receive progress reports please contact your cadets teachers or TAC Team. Parents may also access their cadet's academic records through the parent portal.

College Admissions Testing

SAT/PSAT: OMI requires all 10th grade cadets to take the PSAT and all 11th and 12th graders to take the SAT. The OMI code for the SAT is **035972**. OMI offers PSAT/SAT preparation classes and administers the SAT on the OMI campus whenever possible. OMI also encourages cadets to take the SAT Subject tests in all subjects recommended or required for the college admissions process.

ACT/PACT: OMI also encourages cadets to take the PACT and ACT.

California Assessment of Student Performance and Progress ("CAASPP")

OMI shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) 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 shall be granted.

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 students who apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC before March 2nd. The Cal Grant application submission deadline is October 1 of the grade 12 year.

Class Ranking

A cadet's class rank is calculated using three (3) components.

1. ACADEMIC COMPONENT SCORE (ACS): 70% for Grade Point Average.

2. LEADERSHIP COMPONENT SCORE (LCS): Demonstrated Leadership is evaluated on the basis of a cadet's assigned leadership position in the California Cadet Corps organization (10%), and community service (10%).

3. PHYSICAL COMPONENT SCORE (PCS): Physical Fitness Activities include participation in Intramural and Interscholastic Athletics (5%) and scores on the annual Fitnessgram Physical Fitness Assessment (5%).

Description of Grades

All grades at OMI adhere to the following standards:

OMI awards academic grade 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.

Each course has assignments which fall into either mastery or practice. Mastery assignments are worth 70% of the grade and practice assignments are worth 30% of the grade. This chart provides examples of the type of assignments which fall into each category.

Mastery of Standard (70% of Grade)	Practice (30% of Grade)
Tests	Homework
Quizzes	Classwork
Presentations	Journals/Notes
Mastery Research for projects/presentations/Essays	Participation Participation must be based on a tool used to track cadet participation
Essays	Engagement Activities/Formative Assessments

Grades are based on the following grading scale. Please note that D's are given from 65% - 69%, anything below 65% will receive a failing grade of an F.

Letter Grade	Percentage	GPA
A	90%+	4.00
B	80%-89%	3.00
C	70%-79%	2.00
D	65%-69%	1.00

Note: Advanced Placement (AP) courses are graded on the same scale but include a 1 point GPA bump. An A would earn a cadet 5.0 on the GPA scale.

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
Principal's List: GPA of 3.5-3.9
Superintendent's List: GPA of 4.0 or better

Academic Probation

Full commitment to academics is mandatory. Cadets must try their best, pursue a standard of excellence, and ask for teacher help when needed. Any cadet who receives a "D" at any grading period and/or has a GPA less than 2.0 may be placed on academic probation and, assigned to tutoring, and may lose eligibility for extracurricular activities until grades improve.

Consequences of academic probation may include any of the following:

- Conference with the Principal or Superintendent as requested
- Required parent – teacher conferences
- Special mentoring
- After school enrichment
- Ineligibility for participation in extracurricular activities, athletics, non-academic field trips and other activities
- Ineligibility for cadet promotions

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 2 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.

Parent Online Access to Grades

All parents are given access codes at registration to a parent portal 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 Parent Liaison for assistance.

ClassTracker www.classtracker.com

Grades 6-8: Promotion to the Next Grade Level

OMI is a college preparatory academy dedicated to academic excellence. In keeping with our commitment to rigorous academics and preparation for college, OMI requires that cadets demonstrate both academic success and motivation to achieve in order to be selected to continue to the next grade level. Cadets selected to attend the next grade level must receive passing grades in their courses. In OMI's Middle School, we believe that all cadets are capable of reaching skill levels that prepare them for success in high school and college. In keeping with this mission, cadets who do not meet current grade level skill expectations will be required to attend OMI's summer targeted skill-building classes. Upon successful completion of these classes, cadets will be better equipped to be successful in the next grade. Cadets earn 5 credits for each semester course passed. Cadets do not receive credit if they receive an 'F' in a course. Cadets deficient 10 or more credits in any middle school year may be subject to retention, as are cadets who score below proficient on one or more California Standards Tests.

Grades 9-12: Earning Credit Toward High School Graduation

There are minimum credit requirements that cadets must complete in order to graduate from OMI. Cadets must pass a course in order to receive credit for the course. These requirements also reflect the minimum A-G requirements that are the coursework necessary for admission into the University of California and California State University systems. The OMI high school graduation requirements are listed below.

(Passing each course with a grade of C or higher)

Required Subjects	Credits
• *English* (10 each in Grs 9-12)	40
• *Math* (Alg I, Alg II & Geometry)	30
• *Lab Science* (Physical Science and Life Science)	20
World History	10
US History	10
Government/ Economics	10
• *Language other than English* (2 years of the same language)	20
• *Visual/ Performing Arts*	10
• *Electives* (e.g.: ESL, Lang. Arts, Honors Eng., Art, Music, LOC 11/12)	65
• *Leaders of Character*	20
• *Physical Education* (+.5 per athletic season)	20

TOTAL..... Minimum 260

Advancement to the Next Grade Level

To have 10th grade standing, cadets must have completed 60 credits prior to enrollment for their 10th grade year. To have 11th grade standing, cadets must have completed 130 credits prior to enrollment for their 11th grade year. To have 12th grade standing, cadets must have completed 190 credits prior to enrollment for their 12th grade year. Cadets who do not have sufficient credits to advance to the next grade level are issued identification badges indicating the lower grade level. Such cadets are eligible to participate in grade-level cadet activities based on their completed credits (i.e. junior or senior retreat, sophomore special events, etc).

High School Graduation and Senior Activities

In order to graduate, cadets must meet all graduation requirements previously listed within five credits of last day of school and all required community and school service hours. In order to receive diploma, cadets must complete all credits by the conclusion of summer school session. Cadets must be in good academic and citizenship standing to participate in senior activities and participate in graduation ceremonies. Cadets must successfully complete a senior thesis project, and adhere to all citizenship standards. Cadets whose academic or citizenship status indicates they are not eligible for graduation lose the privilege of participating in special senior activities such as prom, senior retreat, senior fun days, junior/senior breakfast, and participation in the graduation ceremony.

Scholarships

OMI offers a variety of scholarships for members of the senior class. The scholarship are as follows:

1. La' Camii Ross Perseverance Scholarship: Cadet are eligible to receive this scholarship by demonstrating good citizenship and academics along with showing either personal or leadership perseverance

2. Alumni Association Scholarship: Cadets are eligible to receive this scholarship by participating in all four of the OMI Pillars and being related to an OMI Alumnus

3. Governing Board Scholarship: Cadets are eligible to receive this scholarship by participating in all four of the OMI Pillars, maintaining a 4.0 or higher GPA, and earning college acceptance

4. Superintendent's Scholarship: Cadets are eligible to receive this scholarship by participating in all four of the OMI Pillars, maintaining a 3.0 or above GPA, and earning college acceptance

5. Athletic Scholarship: Senior athletes who participate in all four of the OMI Pillars are eligible for this scholarship

6. Parent Cadets Alliance (PCA) Scholarship: Cadets are eligible to receive this scholarship by maintaining a 3.0 GPA or higher and earning college acceptance

7. Black Student Union (BSU) Scholarship: Cadets are eligible to receive this scholarship by being an active member of the BSU and by participating in all four of OMI Pillars

8. **OMI DREAMERS Scholarship:** Cadets who fall under DACA or the DREAM Act, are eligible to receive this award provided they have a 2.0 GPA or higher and are college bound

Community College Course Enrollment

Cadets are encouraged to take courses at local community colleges. A congruent enrollment form must be completed and signed by a member of the cadet services staff or the Superintendent.

OMI has a partnership with Berkeley City College and the Peralta Community College District to offer Community College Courses on the OMI campus. Enrollment in these courses requires permission from the College Counselor and Superintendent. 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 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 cadets. 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 in these special courses. Self-discipline is the key to success in these special courses.

A cadet's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
   - Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
   - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
   - The student shall be excused for this purpose on no more than four school days per month.

ATTENDANCE PROCEDURES AND POLICIES

Parents are encouraged to clear only legitimate absences. A fundamental premise is that cadets must attend class constructively and consistently to benefit from the instructional program. Accordingly, the following expectations and policies have been instituted at the Oakland Military Institute. Please read them thoroughly and review them with your son or daughter.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

In addition, a cadet's absence shall be excused for justifiable personal reasons such as:

Appearance in court;

1. Attendance at a funeral;
2. Observation of a holiday or ceremony of his/her religion;
3. Attendance at religious retreats for no more than four hours during a semester.
4. Attendance at the pupil's naturalization ceremony to become a United States citizen.

Reporting Absences and Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence.

The following methods must be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone through the **OMI Attendance Office 24-hour line (510) 594-3910**, between the verifying employee and the student's parent/guardian or parent representative on the day-of the absence or the day-after the absence. The employee shall subsequently record the following:
   a. Name of student;
   b. Name of parent/guardian or parent representative;
   c. Name of verifying employee;
   d. Date or dates of absence; and
   e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above; or
4. Healthcare provider verification
   a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
   b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

ClassTracker www.classtracker.com

ALL ABSENCES MUST BE CLEARED WITHIN 48 HOURS.

School Notification of Absences to Home

Every attempt will be made to notify parents in a timely fashion that their cadet is absent from school. The school uses the information submitted on the Emergency Contact form during registration. Parents should make certain that the school has the correct and updated phone contact information. In addition, cadet attendance records are available to parents on the OMI parent portal.

OMI may use an automated phone dialer to notify parents of period or full day absences. It is imperative the parents notify the school of the phone number to which the auto-dialer should make these calls. Cadets sometimes intercept these calls, so parents should select a phone to which the parent or guardian has exclusive access.

Truancies and Ditching

Since attendance is essential to achieving success, the staff at OMI expects cadets to attend all classes. A cadet is considered to be "ditching" if s/he is on campus in a place other than their assigned classroom without permission during class time. A cadet is "ditching" if he/she is off campus during class time without valid permission. Off-campus includes sidewalks adjacent to the campus, neighboring businesses, and neighboring houses.

Any time a cadet leaves the main campus during school time, s/he must be accompanied by an adult staff member unless the cadet is in possession of written permission to leave campus.

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Superintendent, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

State law authorizes the county district attorney to prosecute parents who do not send their school age children to school after a School Attendance Review Board ("SARB") meeting. OMI maintains a SARB that reviews referrals regarding severe attendance problems. Cadets who are truant are NOT entitled to makeup work for the time they are truant.

Tardy Policies

A cadet is tardy if he or she is not in the regimental formation at the prescribed time and/or in line or seated ready to work in class when the tardy bell rings. After five minutes, a cadet will be marked with an unexcused absence. When a cadet has a legitimate excuse for being tardy (such as being with an adult staff member), the cadet has the responsibility for having that adult write a tardy excuse in the cadet's planner on the date corresponding to the tardy. This ensures that the cadet has a permanent record of excused tardies and will prevent a cadet from having to serve detention for unexcused tardies.

A copy of the School's complete attendance procedures and policy is available upon request.

Permission to Leave Campus

If a cadet becomes ill or has an appointment during the day, he/she must first report to the school office. If it is determined that the cadet should leave campus, the necessary arrangements will be made by the attendance staff. Cadets may not leave campus without written permission from the school office. Cadets who leave without permission will be marked as "unexcused" and may be subject to discipline pursuant to the Cadet Code of Conduct or referral to the SARB. Parents should call or come into the school office to request permission for a cadet to leave campus during the school day.

Written permission is issued to those cadets who must leave before the end of scheduled classes due to illness, doctor appointments or special circumstances listed above. Written permission forms are available from the Attendance Office and will not be issued without the consent of the parent or guardian. For appointments, the parent or guardian *must call the school **before** the expected dismissal time*. Cadets must report to the main office before leaving campus.

Eighteen Year-Old Cadets

Parents are reminded that any cadet who is 18+ years old, because of their status as legal adults, may (1) clear their own absences, (2) sign permission slips for field trips and other documents, and (3) authorize themselves permission to leave campus.

18+ year old cadets who authorize themselves to leave campus must follow the PERMISSION TO LEAVE CAMPUS policies outlined above. 18+ year old cadets MAY NOT leave campus and then return to campus without valid doctor's note or other legitimate appointment. 18+ year old cadets ARE NOT allowed to use this to "have lunch" or otherwise compromise their school day.

If a cadet abuses this policy, at the discretion of the school administration, they may be denied the opportunity to clear their own absences and/or sign permission slips and other documents and/or authorize themselves permission to leave campus.

Cell Phone Policy

OMI is dedicated to maximizing cadet's academic achievement. In creating the conditions for success, OMI is a cell phone free campus. Cadets upon entry into their first class of the day will place their cell phones into a sealed pouch (learn more at www.yondr.com). Cadets will retain control of the pouch that holds their phone. Every space in the school will have a disk that unlocks the seal and releases the phone from the pouch. Failure to comply with OMI's cell phone policy will result in disciplinary action including a mandatory parent meeting. If you need to get in contact with your child you can call the main office.

For grades 9, 10, 11, and 12 please call: 510-594-3900

For grades 6, 7, and 8, please call: 510-594-3917

Student Drivers

Students with valid driver's licenses are allowed to drive a private vehicle to and from school. The following rules must be adhered to or driving privileges may be revoked:

1) Students may not drive their cars at any time during school hours. Cars are to be used only for transportation to and from school.

2) Any illegal or reckless operation of a vehicle will be reported to the authorities and will result in loss of driving privileges. Please remember that during the first twelve (12) months after the issuance of a license, cadets cannot transport passengers under age 20 unless the driver is accompanied by your parent or guardian, a licensed driver 25 years of age or older, or a licensed or certified driving instructor.

3) **All cars driven by students must be registered with the school. Car registration forms are available in the front office.**

Forging Notes / Calls

Forging telephone calls, falsifying, altering or illegal possession of school forms, or the use of forged notes or excuses will be cause for immediate disciplinary action, up to and including expulsion from OMI.

Chapter 3 – Leaders of Character (LOC)

THE LEADERS OF CHARACTER PROGRAM AND POLICIES

California Cadet Corps

The California Cadet Corps was founded on April 5, 1911 by Brigadier General Edwin Alexander Forbes. It is the oldest youth leadership development program of its kind in the United States. Currently, more than 60 schools across California and 6,000 cadets participate in this program, including OMI. OMI uses the California Cadet Corps curriculum and follows California Cadet Corps regulations. All cadets at OMI are cadets in the California Cadet Corps and participate in the training and activities the Corps sponsors, including a variety of outdoor education programs and training in such subjects as First Aid/CPR, map reading, drill and ceremonies, health and fitness education, character development, patriotic activities, and instruction that supports academic achievement. The California Cadet Corps headquarters conducts Annual General Inspections, and cadets are required to participate actively in the inspection process. In addition, all cadets are encouraged to participate in cadet activities such as drill competitions, bivouacs (camping trips), leadership schools, Individual Major Awards (IMAs) and rifle matches. OMI has a proud tradition of excellence in California Cadet Corps competition as evidenced by the growing number of trophies, plaques, and awards in the school's main hallway trophy cases.

New Candidate Orientation

The purpose of the new candidate orientation is to provide a means by which new candidates at OMI can better assimilate into the culture of the school. Through this orientation, new candidates develop pride in their school and in becoming a member of their designated military company.

During the summer before a new candidate matriculates at OMI, he/she must successfully complete the designated summer school/camp/training process as a candidate. This process may be different for different age cadets. The summer experience prepares new candidates in military protocols, procedures, and may include academic preparation. When a candidate successfully completes summer camp, s/he becomes a "pledge."

During Summer Camp, all new candidates will be required to attend "Bear Boards." The Boards take place in front of the company cadet leaders and assigned TAC team members. Teachers are also invited to witness Boards. Each candidate stands in front of his/her review board and completes a set of tasks as a means of proving to the cadet leaders that he/she is ready to assume the responsibility that comes with being a member of a military company. Each candidate is notified at the beginning of Summer Entrance Camp what tasks the Board will require of him or her. Tasks include reciting the OMI Creed, names of cadet leaders, military protocols, names of administrators, etc. They will be required to demonstrate marching techniques and a proper salute.

Pledges will be assigned to a designated military company. They are not considered full members of the company at that time. Instead, they must continue to learn about OMI and military traditions, procedures, and protocols. The cadet leaders and the TAC teams will teach these to them. During this time, they are be required to attend pledge review after school (3:45 to 4:45pm) for practical application. Pledges will be asked to memorize information and recite what they have learned.

During these weeks of training, pledges must demonstrate a willingness to "join" the company, cooperate with cadet leaders, and participate actively in company routines, sports, and ceremonies. Also during this time, these "pledge" cadets wear their summer camp uniforms.

Pledges will take the first California Cadet Corps rank promotion test from "candidate" to Cadet after approximately 3-4 weeks of the school year. Successful completion of this test is a requirement for acceptance into the company and continued enrollment at OMI.

Pledges are eligible to participate in interscholastic athletic teams and in intramural competition on a probationary status until the first Cadet Test is administered. If the pledge fails the first test, probationary eligibility will be revoked and the pledge will be required to attend mandatory tutoring until the test is passed.

When a pledge passes his/her recruit to cadet promotion test, he/she will be officially inducted into the company and receive all the uniforms of an OMI cadet. If a pledge does not pass the test, he/she will be invited back to a future test. Such "makeup" tests are offered approximately every four weeks starting in October. Pledges who fail to pass their test and board after three attempts may be subject to dismissal from OMI at the end of the first semester.

Only after these "pledges" have successfully joined their companies by passing the Cadet Test are they considered full-fledged members of their assigned company and authorized to wear the cadet uniforms described below.

ClassTracker www.classtracker.com

Regimental and Battalion Organization

OMI is the 17th Regiment of the California Cadet Corps. The Regiment has two battalions (the 49th and 50th), and each battalion has two companies (A and B Companies in the 49th Battalion; C and D Companies in the 50th Battalion). Subordinate echelons inside the companies are organized by grade level and class. Each of these levels of organization has corresponding cadet leadership positions with increasing responsibility and authority as cadets rise in rank and experience.

Cadets are assigned to one of four basic companies (A, B, C, or D) when they join the Regiment. Each company has a dedicated "TAC Team", composed of a military officer and non-commissioned officer, who teach cadet knowledge, coach, and mentor the cadets in their company. These military cadre build relationships with their cadets' guardians, advocate for the cadets in their company, enforce uniform wear, lead Cadet Support Team (CST) meetings, and provide a steady presence for each cadet. Except for special circumstances, cadets remain with their assigned company during the entire time they are enrolled at OMI.

Cadets assigned to Regimental Headquarters and to the Regimental Band are assigned to a "Headquarters and Headquarters Company". Membership in the Regimental Band is granted to cadets who meet proficiency and selection criteria set by the senior Band Teacher and Music TAC. Headquarters cadets plan and lead cadet military events under the supervision of the military cadre, to include bivouacs, parades and other events as assigned.

Cadet Activities Board

Founded in 2004, the Cadet Activities Board (CAB) is instrumental in all cadet activities. Cadet representatives from all grades will be led by an elected council of HS and MS cadets to lead all culture and climate events, sponsor various spirit occasions, social activities, and fundraisers for the entire student body. CAB plans school dances, prom, spirit/morale activities, and performs other functions as necessary. Cadets are elected onto CAB either as a member of the CAB Executive Council, or their respective graduating classes, Class Committee.

Dances and Social Events

Cadets must be in good citizenship standing in order to participate in activities. Permission to participate will be determined by an administrator or the Student Activities Officer. The following rules apply to cadet participation in dances:

1. Cadets must arrive not later than 30 minutes after the scheduled start of a dance. Cadets will not be admitted after that time unless cleared by the CAB Coordinator or an Administrator.
2. Cadets may not leave the dance earlier than 30 minutes prior to the scheduled end of the dance.
3. Cadets must have school identification to be admitted to the dance. Guests must have school or government issued an identification card.
4. When non-OMI guests are permitted at a dance, cadets must obtain a guest pass prior to the dance and have an administrator at the cadet's school approve that guest's participation in the OMI dance.
5. No cadet guests over age 18 are permitted at OMI social events without prior permission from the Dean of Students.
6. Dancing at social events must not be inappropriate in nature. The administration of OMI or their designee will be the final determinant as to whether dancing is lewd or sexually explicit.
7. OMI dances off campus require a cadet permission slip.
8. Alcohol, tobacco, and other items generally prohibited on campus are expressly forbidden at dances, even if a guest is over age 18.
9. Cadets may not go "in and out" of the dance. Once they have entered, they may not exit the facility until 30 minutes prior to the scheduled end of the dance.
10. Specific rules for prom may be published under separate cover.
11. Only music with "clean lyrics" shall be played.
12. Cadet attire at dances must not be provocative or inappropriate. The following guidelines will apply:

If a cadet chooses to wear a uniform to the dance, the complete uniform must be worn as designed and described in the Standards for Uniforms and Appearance in the OMI Student Handbook. Cadets are not allowed to wear the following:

- No gang-affiliated clothing is to be worn
- No clothing with offensive language or design is to be worn
- No sexually provocative or revealing clothing is to be worn
- No undergarments will be worn as outerwear and/or will be visible
- No clothing deemed inappropriate by school administrators and or their designee will be authorized. Any cadet who violates these parameters or is deemed to be dressed inappropriately will be sent home immediately.

Sales/Fundraisers

All fundraising activities must be coordinated through the Cadet Activities Board and/or the Student Activities officer. Cadet may not solicit or sell any items on school property without the approval of the OMI Administration.

Senior Class Privileges

The senior class is allowed to request privileges of the school administration by submitting a consolidated request in writing to the Student Activities Officer not later than one week from the start of the academic school year. A list of approved privileges will be published for parents, staff members, and seniors not later than the end of the second week of school.

Service Awards

In addition to school-sponsored service activities, cadets who participate in self-selected community service projects, are eligible to be nominated and considered for the Jefferson Awards Community Service Award.

Military Courtesy

Proper display of military courtesy is an expectation for all cadets/pledges. Courtesy is respect for, and consideration of others. In the military, the various forms of courtesy are customary and traditional. It is important to render these courtesies correctly. Failure to show military courtesy will affect a cadet's grade in their Military Science/Leader of Character class. Cadet leaders failing to display proper military courtesy are subject to consequences including demotion and denial of the opportunity for promotion.

Entering or Leaving an Office

A cadet called to report to the Superintendent's, Commandant's, or an administrator's office, will remove his or her hat, knock three times on the door, enter when directed, move to within two steps and center on the desk or person, hold his or her hat with the left hand (lower left arm is extended horizontally forward at the waist level, with the hat resting on upturned palm of the left hand), salute, and report. When a member of the

staff, faculty or visiting adult addresses a seated cadet, the cadet will rise to the position of attention or parade rest while responding to the adult.

Cadets should refer to the Daily Bell Schedule located on the school planner to ensure they arrive to campus on time in accordance with the schedule of teh day and other special school schedules.

Community Service

To promote service on various levels, Middle School cadets will be required to complete a total of 20 Service Hours (10 school and 10 community) while High School cadets will be required to complete 40 Service Hours (20 school and 20 community) for the duration of the school year. Once a cadet has performed any type of service, they will immediately bring the documented proof to their TAC Team who will then upload it into the Noble Hour Community Service Tracking System. Cadets are able to complete the required amount of service at their own pace, however half of the required amount of hours of each component must be completed by the end of each semester's grading period. The service component of a cadet's grade, will directly impact their LOC Grade. The Cadet Activities Board will provide various community and school service opportunities in conjunction with the Regimental Headquarters. Cadets are also able to go to the OMI Website and click on the link under "cadets" to find various community service opportunities.

School Service Defined:

School Service is defined as "service one performs to further, benefit, or enhance one's school community." With the approval and supervision of an OMI Adult Staff Member, OMI Cadets are able to earn school service (to include but not limited to) the following ways:

- Set up and/or take down of any school event
- An assigned role at any school event (running a concession stand etc.)
- Cleaning the OMI Campus on one's own time with the approval and supervision of an OMI Staff member
- Assisting in any administrative capacity (Front office, Business Office, etc.) OUTSIDE of class time
- Planning any OMI School Event with either the Cadet Activities Board or Regimental Staff (approval via the Commandant and the Student Activities Officer)
- An active and productive member of either the Regiment Leadership (to include Battalion and Company Level Staff) or the Cadet Activities Board Cadet (to include the Class Committees)
- Attending and providing a dish for the school BBQ

For tracking purposes, cadets will fill out the Community Service Tracker and have the individual in charge of the event sign the form verifying participation. Once completed, cadets will turn the completed sheet into their TAC Team. The TAC Team in turn, will input the information in the cadet's grade and Noble Hour.

Community Service Defined:

Community Service is defined as "service one performs to further, benefit, or enhance one's community." OMI provides multiple ways for cadets to meet their community service requirement to include parades, community events, and flag laying ceremonies. Cadets are able to earn community service (to include but not limited to) the following ways:

- Attending a parade
- Volunteering at a local animal shelter
- Volunteering at a local senior citizen home
- Volunteering at one's local food pantry
- Picking up trash in one's community
- Planting trees in one's community
- Serving as an active member of the Jefferson Awards

For tracking purposes, cadets will fill out the Community Service Tracker and have the individual in charge of the event sign the form verifying participation. Once completed, cadets will turn the completed sheet into their TAC Team. The TAC Team in turn, will input the information in the cadet's grade and Noble Hour.

Snacks

Snacks may be eaten in designated areas during break and lunch. No food is allowed in school classrooms without the approval of an OMI Staff Member. We encourage parents to provide cadets with healthy snacks. **Gum, candy, and soda are not permitted on the OMI Campus.**

Food Deliveries

At any time cadets are not authorized to have food delivered onto the school campus by any food delivery service. Parents are asked to be sensitive to this policy when delivering lunches to their cadet(s) on an emergency basis.

Field Trips and Excursions

A field trip or excursion is defined as an authorized event in which students leave the OMI Campus. The Board recognizes and supports that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional program of the OMI. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Field trips and excursions enrich OMI's educational program and the social development of the students. For further information please see OMI Policy Manual, Policy #1005 - Field Trips & Excursions pages 16-20

Parent Engagement

OMI provides many ways parents can be involved in providing input and guidance on decisions made at our school. Parents are important stakeholders in our school culture. There are two active parent groups at our school; The School Site Council (SSC) and the Parent Cadet Alliance (PCA). Each of these groups has several meetings throughout the school year. OMI also provides Parent Trainings based on parents interests and needs. These trainings are led by either outside contractors, military staff, cadets, and parents. We communicate with parents about school information in a variety of ways. The Parent Bulletin is published each week on the OMI website and is available in either English or Spanish. Parents can sign up to have the bulletin sent out to them personally via email, text and/or phone call.

Formations

All formations take place on Leaders' Field except as otherwise directed. The following procedures will be followed:

A bugle call will announce FIRST CALL at which point all cadets should begin to assemble in the formation area.

- All cadet staff should report to the formation area immediately after FIRST CALL. This includes all squad leaders, platoon sergeants, platoon leaders, company leadership, battalion

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leadership, and regimental leadership.

- A cadet arriving after the FIRST SERGEANT'S CALL has sounded will report to a tardy gathering area or, in the case of reporting after the academic periods have begun, will report to the Office to sign in and receive a stamp from the front office for a tardy stamp. All cadets who are not present at formation and not accounted for will be reported with an unexcused absence by their cadet leader.
- The fact that a visitor is present will not excuse any cadet from formation, unless he/she has received written permission from the appropriate staff/faculty member. Cadets do not have the authority to excuse other cadets from formation for any reason.
- Honors to the nation will be accomplished by cadets assigned to raise the colors at the front of the school and on Leaders' Field at the morning formation and the end of the day. A bugle call will generally accompany the raising or lowering of the Colors.

Regardless of a bugle call, when the Colors are being raised or lowered, all cadets will stand at the position of attention, face the flag pole and salute (if indoors, cadets will stand at the position of attention).

Parade Participation

All OMI cadets participate in at least two community parades each year as a mandatory requirement of enrollment at OMI – ONE EACH SEMESTER. Failure to participate in at least one of these events each semester may be cause for failing the LOC course that semester. Cadets are expected to wear their complete dress uniform (Class A for High School and Class B for Middle School) for these events.

Pass in Review Participation

OMI conducts approximately five Pass in Review ceremonies each school year. Participation in these ceremonies is an essential part of the OMI culture. Cadets receive academic grades for their full and active participation. Part of full and active participation in the ceremony is being in the proper and complete uniform and participating in the company Esprit de Corps "shout outs," participating in the drill commands, and marching with pride (in step to the music/cadence). Cadets failing to participate actively and fully in a Pass in Review ceremony are subject to failing grades for LOC/PE at the semester. In addition, cadets are expected to remain at school once the Pass in Review is completed. It is unacceptable for cadets to leave campus after Pass in Review, even with parent permission, unless those arrangements have been made in advance with an administrator.

Standards for Uniforms and Appearance Part One: 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 Teams.

Because OMI is a military academy and standards of personal appearance are integral to the successful operation of any military organization, a cadet's refusal to comply with established grooming and uniform regulations is regarded as an act of defiance.

OMI reserves the right to send home any cadet whose appearance, in the opinion of the school administration, constitutes a blatant disregard for the spirit and/or letter of these appearance/uniform standards. The administration is the final authority in determining whether a cadet's appearance warrants such consequences as being sent home to correct deficiencies or suspension.

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. Cadets are held accountable for their appearance and conduct both on and off campus when in uniform. OMI cadets represent themselves and the Institute at all times and are expected to do so with pride and integrity.

Part Two: Basic Descriptions

The OMI Corps of Cadets has seven basic uniforms. Special Event/Spirit Uniforms will be announced and worn as determined by the OMI Administration and/or the Student Activities Coordinator. If an item of clothing or accouterment is not listed in the following uniform standards, it is not authorized for wear unless approved by a member of the OMI Administration. Items not authorized for wear are subjected to confiscation by a member of the OMI Staff.

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 is worn by all cadets each Monday, Wednesday, and Friday of the school year. The Class B Uniform as issued, includes the dress jacket, pants, white or khaki short-sleeved shirt, a black tie, 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. Cold weather accessories are allowed as explained in this handbook. On Wednesdays, all cadets will wear a tie with their Class B uniform.

Physical Training (PT) Uniform

This uniform is an item of initial issue. The Physical Training (PT) Uniform is worn by all cadets each Tuesday and Thursday. The PT uniform includes a windbreaker set with OMI logo (jacket and pants), and a tan/sand 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 athletic socks, and appropriate undergarments. Cold weather accessories are allowed as explained in this handbook.

Relaxed Dress Uniform

A Relaxed Dress uniform is worn by selected cadets as directed. This uniform is not an item of issue. It includes conservative blue jeans, conservative belt and buckle, the tan/sand PT shirt, all black lace-up athletic shoes (with all black shoe laces), white crew length athletic socks, the OMI PT jacket and appropriate undergarments. No headgear is required with this uniform.

Utility Uniform

A utility uniform (known as the Class C uniform) is occasionally issued for field activities. This uniform includes a tan BDU style shirt and trousers and tan BDU cap. Accessories include black or sand colored boots, crew length athletic socks, a white or tan/sand crew neck t-shirt, and appropriate undergarments.

Pledge/Candidate Uniform

This uniform is an item of initial issue. The Pledge Uniform is worn by prospective cadets 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 pledges as explained in this handbook. The Pledge Uniform is composed of the following:

- OMI Summer Camp Cap
- 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)

Grizzly Dress Uniform

This uniform is not a uniform of issue. The Grizzly Dress Uniform is worn by selected cadets as directed. Cadets must wear any OMI approved apparel as an outer layer AND an inner layer. Cadets are authorized to wear any non-ripped color jeans or sweatpants/joggers. Cadets are authorized to wear any color shoes. Cadets are authorized to wear their hair in the hairstyle of their choice within authorized guidelines.

All supplies, materials, and equipment needed to participate in educational activities shall be provided to cadets free of charge. OMI does not use a "fee waiver" policy to make cadet fees permissible. OMI does not require the purchase of any uniform or logoed articles of clothing. Entirely optional logoed articles of clothing may require payment of a fee. Requests for assistance to procure non-issued uniforms can be made to the Wellness Coordinator or Commandant. Requests will be kept confidential.

Uniform regulations apply at all times a cadet is in uniform, whether on campus or off campus, during school time and during non-school time

Part Three: Manner of Wear

Class A Uniform: Cadet Regulation 1-8 governs the proper wear of Cadet Class A Uniforms. The following information is designed to summarize standards for wear outlined in that regulation. Cadets and parents may obtain a copy of the complete regulation at:

https://cacadets.org/sites/default/files/Regulations/CR1-8_1Dec13.pdf.

- The Garrison Cap is worn centered square on the head one inch above the eyebrows. It fits snugly and comfortably without distortion or gaps. The haircut/hairstyle of the cadet will conform to the wear of the hat. The haircut/hairstyle will not interfere with the proper wear of the garrison cap. The garrison cap will have no visible writing or adornments. When the cap becomes unserviceable it must be replaced.
- The white short-sleeve shirt is worn clean and pressed and tucked in at all times. All buttons are closed and there are seven sharp vertical military creases (three evenly horizontally spaced on the back, two centered on the front pockets, and one on each sleeve without going through the patch. Creases must be made by IRONING and may not be sewn or glued in place. Appropriate rank insignia is worn on the epaulets.
- A clean white crew neck short sleeve t-shirt without design or logo or pocket is worn at all times under the white short-sleeve uniform shirt. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. T-shirts shall be worn "right side out." When the shirt becomes frayed or torn or buttons are lost, they must be replaced.
- Cadets may wear either a black four-in hand tie or an optional black neck tab.
- A black four-button coat with California Eureka buttons is worn over the white shirt and tie. The coat is worn professionally dry-cleaned and pressed with rank insignia and other accouterments as prescribed in CR 1-8. Authorized ribbons and medals are worn as prescribed in CR 1-8. The Class Unit Insignia (CUI) is worn centered 1⁄8 inch above the top of the right pocket flap, or 1⁄4 inch above any unit awards.
- The cadet identification badge is worn at all times and is clipped to the center of the right upper lapel. The ID badge is always worn visibly on the outermost garment.
- A black web belt with brass tip and a highly shined brass buckle are worn in accordance with Cadet Regulation 1-8. Excess length (not more than 4 inches) of web belt will be worn tucked behind the buckle.
- Black poly/rayon blend pants will be worn clean and pressed and are worn on the waist level or above so as not to present a sagging or drooping appearance. The pants must be hemmed on a diagonal line to reach a point one inch above the top of the shoe heel. Trousers will have a slight break of the crease in the front of the pant. Trousers will be worn with a military crease (front and back) from the waist to the hem. When the pants become frayed or torn they must be replaced.
- Black dress shoes (issued) and black crew length dress socks without design or logo (completely covering the ankle and lower calf) and appropriate undergarments are worn. Shoes must be kept polished and serviceable
- OMI logoed gloves and scarf may be worn during cold weather EXCEPT at formations, special ceremonies, and designated special event days.No sweatshirts, pullovers, sweaters, civilian jackets or other OMI jackets are authorized with this uniform.
- **Cadets wearing unauthorized items will be required to remove them prior to admission onto campus**.

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Figure 3-1. Male Black Service Uniform (Class A)

Class B Uniform: Cadet Regulation 1-8 governs the proper wear of Cadet Class B Uniforms. The following information summarizes standards for wear outlined in that regulation. Cadets and parents may obtain a copy of the complete regulation at:

https://cacadets.org/sites/default/files/Regulations/CR1- 8_1Dec13.pdf

- Garrison Cap – the cap is worn centered square on the head one inch above the eyebrows. It fits snugly and comfortably without distortion or gaps. The garrison cap will have no writing or adornments except the cadet's name, which will be written in laundry marker inside the cap. When the cap becomes frayed or torn or there is additional writing on the cap, it must be replaced.
- The white or khaki short sleeve shirt is worn clean and pressed and tucked in at all times. All buttons except the top button are closed and there are seven sharp vertical military creases (three evenly horizontally spaced on the back, two centered on the front pockets, and one on each sleeve without going through the patches).
- Creases must be made by IRONING and may not be sewn or glued in. Appropriate rank insignia is worn on the epaulets. If a long white sleeve button up shirt is worn, a black tie must be worn as well. When the shirt becomes frayed or torn, it must be replaced.
- High school cadets will wear the white short or long sleeve shirt. Middle school cadets will wear the khaki shirt (until supplies are exhausted) or the white shirt. The khaki shirt will be worn in the same manner as the white shirt (CAL and Corps insignia will not be worn during the transition period).
- Cadets MUST wear rank insignia, name plate, and school ID on their uniform. Ribbons and medals are optional except for parades, passes in review, and other events specified by the chain of command.
- All cadets will be issued a black four-in-hand tie for wear with the Class B shirt.
- A dress jacket is worn zipped at least ¾ of the way up with the class B shirt collar on the outside of the jacket. Jackets may not be zipped more than ¾ of the way up except in extreme weather (extreme wind or rain). The jacket is required for all formations and is optional at other times on campus. When the jacket becomes frayed or torn, it must be replaced.
- A clean white crew neck short sleeve t-shirt without design or logo or pocket is worn at all times under the white short-sleeve uniform shirt. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. **Cadets wearing these items will be asked to remove them prior to admission to campus.**
- The cadet identification badge is worn at all times and is clipped to the center of the right collar of the shirt. The ID badge is always worn visibly on the right lapel of the outermost garment or on the chest of the outermost garment.
- A black web belt with brass tip and a highly shined brass buckle are worn in accordance with Cadet Regulation 1-8. Excess length (not more than 4 inches) of web belt will be worn tucked behind the buckle.
- Black poly/rayon blend pants will be worn clean and pressed and are worn on the waist or above so as not to present a sagging or drooping appearance. The pants must be hemmed on a diagonal line to reach a point one inch above the top of the shoe heel. Trousers will have a slight break of the crease in the front of the pant. Trousers will be worn with a military crease (front and back) from the waist to the hem. When the pants become frayed or torn, they must be replaced.
- Black dress shoes (issued) and black crew length dress socks without design or logo (completely covering the ankle and lower calf) and appropriate undergarments are worn. Shoes must be kept polished and serviceable.
- Cadets may purchase an optional OMI Black Cold-Weather coat which may be worn over the dress jacket. The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. Jackets may not be zipped more than ¾ of the way up except in extreme weather (wind or rain). Cadets may also purchase OMI logoed gloves, scarves, beanies, and ear caps from the school store only and wear these items during cold weather days. An optional black army-style pullover sweater is available for purchase and is worn with the collar outside the sweater. Cadets are authorized to wear any OMI approved sweatshirts (Black Grizzly Crewneck, Grizzly/CAB/HQ) in lieu of the army style pullover or cold weather jacket.
- At the expense of the cadet, cadets are authorized to wear either a black or dark gray jacket. With the exception of small brand/manufacturers logos/labels, the jacket may not contain insignias, logos, labels, graphics, embroidery, words or pictures ("monograms" are not permitted). ***Cadets are not authorized to wear the PT Jacket with the Class B Uniform.*** No other sweatshirts, pullovers, sweaters, civilian jackets or other OMI jackets are authorized with the uniform.

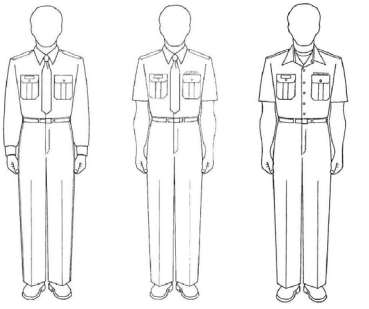

Figure 2-1. Black Service Uniform (Class B)
(Shown in long-sleeved, short-sleeved with tie, and short-sleeved without tie variations)

PT Uniform: The PT uniform is issued at the Grizzly Exchange and consists of the following.

- The OMI PT Windbreaker Jacket is worn zipped at least ¾ of the way up. Jackets may not be zipped more than ¾ of the way up except in extreme weather (extreme wind or rain). The jacket shall be clean at all times. When the jacket becomes frayed or torn, it must be replaced
- The pants are worn on the waist or above so as not to present a sagging or drooping appearance. The pants shall be clean at all times. Cadets may not wear other garments under their PT pants with the exception of the black shorts described below. In cold weather below 50 degrees Fahrenheit, cadets may wear a pair of thermal underwear as long as it does not protrude from the waist or pant leg openings. When the pants become frayed or torn, they must be replaced.
- A clean tan/sand crew neck short sleeve t-shirt with OMI logo is worn under the windbreaker jacket at all times. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited. **Cadets wearing these items will be asked to remove them prior to admission to campus**. Cadets may only wear ONE t-shirt at a time.
- The ID badge is always worn visibly on the outermost garment's right lapel or on the chest of the outermost garment.
- Cadets are authorized to wear any OMI Athletics, CACC, Current Company design T-shirt, or Cadet Activities Board T-Shirts in lieu of the Tan PT Shirt (if owned).
- No hats are authorized for wear in this uniform
- On designated College T-shirt Days, cadets may wear an appropriate college t-shirt.
- All black physical training shorts are required on Tuesdays and Thursdays for physical education classes. With the exception of small brand/manufacturers logos/labels, the shorts may not contain insignias, logos, labels, graphics, embroidery, words or pictures ("monograms" are not permitted). Cadets may be required to remove their PT windbreaker pants for physical fitness activities when the weather permits. Shorts will be worn at waist level or above and will not present a sagging or drooping.
- All black lace-up athletic shoes without design or logo (with all black shoe-laces) and white crew length athletic socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.
- For warmth and protection from the elements, cadets may purchase an optional OMI Black Cold-Weather coat which may be worn over the PT windbreaker jacket. The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. Jackets may not be zipped more than ¾ of the way up except in inclement weather. Cadets are authorized to wear any OMI approved sweatshirts (Black Grizzly Crewneck/CAB/HQ/Athletics) in lieu of the army style pullover or cold weather jacket.
- At the expense of the cadet, cadets are authorized to wear either a black or dark gray jacket. With the exception of small brand/manufacturers logos/labels, the jacket may not contain insignias, logos, labels, graphics, embroidery, words or pictures ("monograms" are not permitted). No other sweatshirts, pullovers, sweaters, civilian jackets, or other OMI jackets are authorized to be worn with the uniform.
- The ID badge is always worn visibly on the outermost garment's right lapel or on the chest of the outermost garment.
- Cadets may purchase OMI logoed gloves, scarves, beanies, and ear caps from the school store only and wear these items during cold weather EXCEPT at formations, special ceremonies, and designated special event days.

Special Rules for Cold Weather:

- Optional OMI gloves and OMI scarves, available for purchase from the Grizzly Exchange, may only be worn with the Class B, PT or other designated uniforms. Unless otherwise mentioned gloves and scarves may not be worn with the Class A Uniform.
- The black Army Style pullover sweater, is available for purchase at the Grizzly Exchange, may be worn with the Class B uniform only. It may not be worn with any other uniform.
- The cold weather jacket may not be worn with the Class A unless otherwise directed

Relaxed Dress Uniform: As directed, select cadets are authorized to wear a Relaxed Dress Uniform. It consists of:

- Conservative blue jeans worn above the hip. Jeans must not be oversized or excessively tight. They may not have holes, rips, tears, designs or images/graphics.
- All jeans will be secured with a conservative, dark colored belt such as blue, black, or brown without design.
- OMI-issued sand/tan colored t-shirt. The T-shirt is worn tucked into the jeans.
- The same black athletic shoes worn with the PT uniform.
- White athletic socks (the same as worn with the PT uniform)
- No hat is authorized.
- No jewelry is authorized.
- Cadets are authorized to wear any OMI Athletics, CACC, Current Company design T-shirt, or Cadet Activities Board T-Shirts in lieu of the Tan PT Shirt (if owned).
- No hats are authorized in this uniform.
- Only those who have earned the status of Cadet are authorized to wear the Relax Dress Uniform on designated days

Utility Uniform:

Cadet Regulation 1-8 governs the proper wear of Cadet Class C (Utility) Uniforms. The following information is designed to summarize standards for wear outlined in that regulation. Cadets and parents may obtain a copy of the complete regulation by visiting:

https://cacadets.org/sites/default/files/Regulations/CR1-8_1Dec13.pdf

- Patrol Cap – the patrol cap is worn as designed centered square on the head covering the forehead parallel to the ground. It fits snugly and comfortably without distortion or gaps. The patrol cap will have no writing or other attachments.
- The BDU shirt is worn clean and pressed with the shirt untucked. All buttons except the top button are closed and there are no creases in this uniform. Appropriate rank insignia is worn on the chest.

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- BDU pants are worn with the pant legs bloused or tucked into the boots as directed.
- A clean white crew neck short sleeve t-shirt without design or logo or pocket is worn at all times under the BDU shirt. No other undershirt may be worn. Long sleeve shirts, thermal shirts, and colored t-shirts are expressly prohibited.
- The cadet identification badge is worn at all times and is clipped to the center of the right collar of the shirt. The ID badge is always worn visibly on the outermost garment.
- A black web belt with brass tip and a highly shined brass buckle are worn in accordance with Cadet Regulation 1-8. Excess length (not more than 4 inches) of web belt will be worn tucked behind the buckle.
- Black or tan boots (not an item of issue) and crew length athletic socks (completely covering the ankle and lower calf) and appropriate undergarments are worn.
- For warmth and protection from the elements, cadets may purchase an optional OMI Black Cold-Weather coat which may be worn over the Class C shirt. Black gloves and scarves may be purchased from the Grizzly Exchange and worn with this uniform, The Cold-Weather coat shall be worn buttoned and zipped at least ¾ of the way up. No sweatshirts, pullovers, sweaters, or civilian jackets are authorized to wear with this uniform.

Pledge/Candidate Uniform: The Pledge/Candidate uniform is worn every day of summer camp and the school year until the pledge becomes a cadet. The Pledge Uniform consists of the following:

- OMI summer camp cap (with OMI logo) The cap shall be worn squarely on the head, covering the forehead and parallel to the ground.. At the time of purchase, the cap will have the candidate's name written in special marker inside the crown. The cap may not have any other writing or adornments (i.e., in the crown, under the visor, etc.)
- OMI white t-shirt (short sleeve, with OMI logo). The t- shirt shall be worn as designed (i.e., right side out) and tucked into the OMI black shorts. Undershirts may be worn as long as they are not visible at the collar or sleeves (i.e., presents the appearance of wearing only the OMI white t-shirt).
- No other shirts may be worn (i.e., long sleeve shirts, thermal shirts, other colored shirts, etc.).
- OMI black shorts (with OMI logo). The shorts shall be worn at waist level or above. The length of the shorts must come to within 2 inches of the center of the candidate's knees. All Candidates will be expected to be physically active as a part of the training program. Candidates may be required to remove their sweatpants for physical fitness activities when the weather permits. Shorts may not present a "sagging" or "drooping" appearance. Shorts must be worn at all times.
- OMI black sweatpants (with OMI logo). The sweatpants shall be worn at waist level or above. Sweatpants are required to be worn everyday during summer camp. Sweatpants may not present a "sagging" or "drooping" appearance.
- Except for the OMI black shorts (and underwear), no other garments may be worn under the sweatpants.
- OMI black crewneck sweatshirt (with OMI logo). The sweatshirt shall be worn as designed (for example: right side out and sleeves fully down). The sweatshirt is required to be worn everyday during summer No other outerwear may be worn over the sweatshirt (i.e., pullovers, multiple sweatshirts, jackets, scarves, gloves, beanies, or any other cold-weather gear authorized for regular OMI uniform wear).
- Candidates MAY NOT WEAR ANY OMI JACKET until they have reached Pledge Status.
- White crew-length athletic socks. The socks shall be all-white in color, without any designs or logos. The correct length socks should reach up on to the mid-calf when worn properly. DO NOT wear "short" socks, labeled as any of the following: NO-SHOW, LOW CUT, ANKLE, QUARTER TOP, or SHORT CREW. DO NOT wear "tall" socks, labeled as any of the following: KNEE HIGH or TUBE.
- Black lace-up athletic shoes. The shoes shall be all- black in color, without any designs or logos, with all black shoe laces.
- Appropriate undergarments.
- Special exceptions for Extreme Cold Weather - Extreme cold weather is defined as weather that drops to and maintains at 50 degrees Fahrenheit or lower. In the event the temperature climbs above 50 degrees Fahrenheit, the Commandant, at their discretion, may require cadets to change out of their extreme cold weather gear. Candidates are authorized to wear a pair of thermal underwear (long underwear) as long as they are not visible underneath the sweatshirt and/or sweatpants. With the sweatshirt, the thermal underwear should not protrude from the collar, sleeves, or waist of the sweatshirt. With the sweatpants, the thermal underwear should not protrude from the waist or pant leg openings of the sweatpants.

Grizzly Dress Uniform: The Grizzly Dress Uniform is worn by selected cadets as directed. Only those who have earned the Cadet Status are authorized to wear the Grizzly Dress Uniform on designated days. The Grizzly Uniform consists of the following:

- Cadets must wear any of the following visible outerwear:
  - The OMI Sweater
  - PT Jacket
  - Pledge Sweater
  - CACC Sweater or Sweatshirt
  - Any other OMI approved Outer Layers
- Cadets must wear one of the following shirts:
  - The Tan/Sand PT Shirt
  - Pledge Shirt
  - Any OMI Grizzly Sports Apparel

    - CAB T-Shirt
    - Company T- Shirt
    - Senior T- Shirt
    - OMI Community T-Shirt
    - Honor Cadet T-Shirt
    - Any other OMI Approved Shirts CACC Shirts
    - Students MUST wear their OMI ID.
- Cadets are authorized to wear:
    - Any pair of NON-ripped jeans, joggers, or sweatpants
    - Any pair of shoes with socks
    - Cadets are authorized to wear their hair in the hairstyle of their choice within authorized guidelines.
- Cadets are **NOT** authorized to wear:
    - Jewelry .
    - Sleepwear of any type.
    - Shoes classified as "Slides" OR "flip-flops"
    - Shorts

If a student chooses to wear any of the OMI Uniforms, they MUST follow ALL of the wear and appearance standards. Unit (HQ, Company, Class, OMI, CAB) colored nail polish is authorized during designated Spirit Days only.

All supplies, materials, and equipment needed to participate in educational activities shall be provided to cadets free of charge. OMI does not use a "fee waiver" policy to make cadet fees permissible. OMI does not require the purchase of any uniform or logoed articles of clothing. Entirely optional logoed articles of clothing may require payment of a fee.

Part Four: General Wear and Appearance Policies and Standard

UNSERVICEABLE Defined:
When an item becomes "unserviceable" it means that it is no longer fit to be worn. Because OMI is built on a military structure, we have HIGH EXPECTATIONS as to how our cadets should look and present themselves. What may be "OK" to wear somewhere else may not be acceptable to wear as a uniform. Examples of "unserviceable" items are: frayed, torn, stained, ripped, scuffed, broken, etc. Issued items may be replaced.

When entering campus wearing or carrying an unauthorized uniform item, ALL CADETS will be asked to remove the item and turn it in for parent pickup.

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

Eyewear: Prescription eyewear is authorized with all uniforms. Sunglasses or non-prescription eyewear is not authorized at any time in uniform on campus. Contact lenses, if worn, must be a natural eye color and may not have designs or other symbols, logos, inscriptions, etc on them. Eyeglasses should be conservative in design and color.

Jewelry: Cadets are not allowed to wear any jewelry in their ears, nose, face, eyebrow, neck, or other visible area while in any OMI uniform. No other body pierced items are authorized (e.g., nose/lip rings, tongue rings, eyebrow ring, etc.). Rings, necklaces, rosary beads, or bracelets of any type are not authorized. **A 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. In lieu of jewelry, plastic transparent "spacers" no larger than 1/8 inch in diameter may be worn for a period not to exceed two (2) weeks if a cadet gets a piercing during the school year. No "gauges" may be worn at any time. No bandages or Band-Aids or other "disguises" may be worn to hide piercings or jewelry. An official or authorized OMI class ring may be worn by juniors or seniors.

Hair and fingernail standards and grooming policies Hair:

(1) *General:* Extreme, eccentric, or trendy haircuts or hairstyles are not authorized. Dyes, tints, or bleaches are strongly discouraged but if used, they must choose those that result in natural hair colors and look like human hair. Colors that detract from a military appearance are prohibited. Applied hair colors that are prohibited include, but are not limited to, purple, pink, blue, green, orange, bright (fire-engine) red, and fluorescent or neon colors. Hair gels or sprays may not be used to spike or otherwise shape the hair in an extreme fashion, including making the hair stand straight up, Mohawks, faux-hawks, patches, etc. Cadets will not cut designs or parts into their hair, eyebrows, or scalp.

(2) *Short haircuts:* The hair on the top of the head must be neatly groomed and will not exceed two inches in length. The bulk of the hair may not be excessive or will be such that it does not present a ragged, unkempt, or extreme appearance. The hair must present a tapered appearance (where outline of the hair conforms to the shape of the head. When the hair is combed, it will not fall over the ears and eyebrows or touch the collar except for the closely cut hair on the back of the neck. In all cases, the bulk of the hair will not interfere with the normal wear of headgear. Cadets with short hair are not authorized to wear braids, twists, cornrows, dreadlocks, or any other "fad-ish" hairstyles. Hair that is clipped closely or shaved to the scalp is permitted

(3) *Facial hair:* Cadets who wear sideburns will keep them neatly trimmed. Sideburns, if worn, will not extend below the lowest part of the exterior ear opening or be flared. The base of the sideburn will be a clean-shaven, horizontal line. Neatly trimmed mustaches are authorized, but clean- shaven faces are preferred. Mustaches will not present a chopped or bushy appearance, and no portion of the mustache will cover the upper lip line or extend sideways beyond a vertical line drawn upward from the corners of the mouth. **No beards or goatees are permitted.**

(4) *Long hairstyles:* Cadets will ensure their hair is neatly groomed, that the length and bulk of the hair are not excessive, and that the hair does not present a ragged, unkempt, or extreme appearance. Trendy styles that result in shaved portions of the scalp other than the neckline or designs cut into the scalp are prohibited. Cadets with long hair may wear braids, dreadlocks and cornrows as long as the braided style is conservative, the braids and cornrows lie snugly on the head, and any hair- holding devices comply with the standard described below:

The hair will be pulled away from the face and gathered into a bun or braid at the back of the head and not fall over the ears and eyebrows or extend below the bottom edge of the collar at any time during normal activity. **No bangs are allowed**. Long hair will be neatly and inconspicuously fastened or pinned so no free-hanging hair is visible. This includes styles worn with the physical fitness uniform. Styles that are lopsided or distinctly unbalanced are prohibited. Ponytails, pigtails, or braids that are not secured to the head (allowing hair to hang freely), widely spaced individual hanging locks, and other extreme styles that protrude from the head are prohibited.

Extensions, weaves, wigs, and hairpieces are authorized; however, these additions must have the same general appearance as the individual's natural hair. Additionally, any wigs, extensions, hairpieces, or weaves must comply with the grooming policies as described.

Hair holding devices are authorized only for the purpose of securing the hair. Cadets will not place hair-holding devices in the hair for decorative purposes. All hair-holding devices must be plain and of a color as close to the cadet's hair as possible or

black. Authorized devices include, but are not limited to small, plain scrunchies, barrettes, combs, pins, and clips. Devices that are conspicuous, excessive, or decorative are prohibited. Some examples of **prohibited** devices include, but are not limited to, rubber bands, headbands (rubber, fabric or plastic), large, lacy scrunchies; beads, bows or claw clips; devices with butterflies, flowers, sparkles, gems, or scalloped edges; and bows made from hairpieces.

Cosmetics: As with hairstyles, the requirement for standards regarding cosmetics is necessary to maintain uniformity and to avoid an extreme appearance. Cadets are authorized to wear cosmetics and nail polish with the uniform, provided they are applied conservatively and in good taste and complement the uniform and their complexion. Lotion with glitter, temporary or permanent tattoos, stickers, or designs on the body are prohibited. Cadets will not wear shades of lipstick and nail polish that distinctly contrast with their complexion, that detract from the uniform, or that are extreme. Some examples of "extreme colors" include, but are not limited to, purple, gold, blue, black, white, bright (fire-engine) red, khaki, camouflage colors, and fluorescent colors. Cadets will not apply designs to nails or apply two-tone or multi-tone colors to nails. All cadets will keep fingernails clean and neatly trimmed. Cadets will keep nails trimmed so as NOT to exceed a nail length of ¼ inch as measured from the tip of the finger.

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

Religious Head Coverings: Cadets are authorized to wear religious head coverings including, but not limited to, hijabs (headscarves), turbans, and yarmulkes. **Head coverings must be plain black in color without adornment**, and shall be worn underneath military headgear, unless doing so interferes with a proper military appearance. Accommodations may be authorized by the Commandant to adjust for an appropriate fit and/or appearance.

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.

Red Beret: Cadets who earned the red beret for successfully completing a survival training program, are authorized to wear the beret with the Class A, B, or C uniforms.

Gang Attire: Generally, 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. Cadets who require more storage may carry a second backpack or tote bag that is a single color black bag without design or logo. OMI sanctioned buttons may be worn on the backpack. Writing, drawing, and marking on backpacks, other than a simple, plain notation of the cadet's name, is not allowed.

Umbrellas and Ponchos: Cadets may not use umbrellas or ponchos on campus. Instead, they are allowed to wear the optional heavy duty outerwear jacket with hood. If cadets bring an umbrella on campus, they must store it in their company classrooms until the end of the school day.

Writing of Names in/on Uniform/other Items: Each company has permanent fabric markers in gold that should be used to write cadet names inside hats, jackets, sweaters, etc. There should be no writing other than a cadet's name on such items (this includes drawings, symbols, nicknames, etc). Company TAC Teams can assist cadets with writing names in these uniform items. In addition, these markers can be used to mark names on backpacks and other personal belongings. Items with other than authorized writing or markings are subject to confiscation.

Special Cadet Leadership Uniforms: Cadets in identified leadership positions may be authorized special uniform items such as polo shirts etc.

Company Achievement Awards

The goal of the OMI company achievement awards program is to promote cadet leadership, teamwork, sportsmanship, participation, and excellence. Companies compete for awards, honor, and distinction.

- **Honor Organization:** The highest honor given to a company is the annual COMPANY HONOR UNIT AWARD. The award is given during the last week of school to the company who has achieved the highest total of points during the school year. Companies generally receive 100 points for each streamer they earn during the year. Streamers are awarded weekly, monthly, and semesterly so a great many points can be earned by companies during the year. The award includes a standing trophy and the right for each cadet in the company to wear the honor unit ribbon on the dress uniform for the duration of his/her enrollment at OMI. An appropriate bronze numeral attachment shall be awarded for subsequent awards. Points are posted by the Cadet Regimental Command Sergeant Major on an Honor Unit Bulletin board located inside the main wing of the school building.

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- **Superintendent Streamer**: Given at the discretion of the Superintendent. The streamer will be carried on the company guidon until awarded to another company.
- **Commandant Streamer**: Given at the discretion of the Commandant. The streamer will be carried on the company guidon until awarded to another company.
- **Sergeant Major Streamer**: Given at the discretion of the Sergeant Major/Senior Military staff NCO. The streamer will be carried on the company guidon until awarded to another company.
- **Highest GPA Streamer:** Given semesterly to the company with the highest total GPA achieved during the preceding quarter in credit classes. The streamer will be carried on the company guidon until awarded to another company.
- **Leadership**: Given to the company with the highest percentage of cadets participating in California Cadet Corps events, including bivouacs, leadership schools, drill competition, and IMAs. This streamer may also be awarded at the discretion of the Commandant for demonstrated leadership of cadets and/or TAC Teams. This streamer is given approximately once per month (dependent on the activity). The streamer will be carried on the company guidon until awarded to another company.
- **Physical Fitness Streamer**: Given to the company with the best performance in Physical Education coursework and/or the Fitnessgram test (most cadets in the Healthy Fitness Zone). The streamer will be carried on the company guidon until awarded to another company.
- **Drill and Ceremonies Streamer**: Given to the company with the highest points achieved during an evaluation of drill performance. The streamer will be carried on the company guidon until awarded to another company.
- **Attendance Streamer***:* Given as frequently as directed with the best attendance. The streamer will be carried on the carried on the company guidon until awarded to another company.
- **Clean Campus Streamer**: Given weekly to the company with the highest number of points during the evaluation of campus cleanliness on their designated day. The streamer will be carried on the company
- **Uniform Inspection Streamer**: Given to the company with the most cadets in compliance with the established wear and appearance standards as evaluated during the daily a.m. formation inspection as well as the LOC class period. The streamer will be carried on the company guidon until awarded to another company.
- **Esprit de Corps Streamer**: Given to the company with the highest percentage/score or best performance in a motivational activity showing pride in company or school. The streamer will be carried on the company guidon until awarded to another company.
- **Intramural Streamer**: Given to the company with the most match wins in intramurals. The streamer will be carried on the company guidon until awarded to another company.
- **Parent Participation Streamer**: Given to the company with the highest percentage of parents in attendance at Parent Advisory Council (PAC) meetings, Parent Education Series workshops, and other parent events. The streamer will be carried on the company guidon until awarded to another company.
- **Wellness Streamer**: Given to the company with the highest points achieved during spot-check evaluations of cadet wellness journals or as a result of special wellness events. The streamer will be carried on the company guidon until awarded to another company.
- **Patriotism Streamer**: Given weekly to the company with the highest points achieved during evaluation of performance of Flag Detail on their designated day.
- **Knowledge Streamer**: Given after the first administration of the Cadet test to the company with the highest percentage of pledges who score 80% or higher on that test. Also given to the company with the highest average score on the LOC Benchmark tests and promotion tests. The streamer will be carried on the company guidon until awarded to another company.
- **Community Service Streamer**: Given to the company with the highest level of participation in community service drives and projects, including parades. The streamer will be carried on the company guidon until awarded to another company. Each grade level participates in community service projects designed to give the cadets a variety of experiences. All cadets participate in a minimum of 10 hours of service per school year.
- **Cadet Guard Streamer**: Given by the school security officer weekly to the company with the best performance on the previous week's cadet guard duties as noted in the calendar. This is a military ceremony at which cadets demonstrate esprit de corps, discipline, morale, and proficiency at Drill and Ceremonies. Pass in Review is also an opportunity to present decorations and awards and to recognize individual and company achievements.
- **Discipline Streamer**: Given semesterly by administration to the company with the lowest total number of discipline incidents during the preceding quarter. The streamer will be carried on the company guidon until awarded to another company.
- **Pass-In-Review Streamer**: Given at each scheduled ceremony to the company with the highest points achieved during the evaluation of performance before and during the ceremony. The streamer will be carried on the company guidon until awarded to another company. Pass in Review is held about 4 times a year participation in parades and other patriotic events. The streamer will be carried on the company guidon until awarded to another company.

CADET PROMOTION OPPORTUNITIES

In order to be eligible for promotion, a cadet must meet the prerequisites listed below. While these are minimum requirements, the Superintendent and/or Commandant may prescribe additional requirements deemed appropriate.

Promotion up to the rank of Cadet Staff Sergeant (C/SSG)

- Show high integrity, adherence to the ideals of the Cadet Code and an ability to work successfully with others.
- Meet the proficiency and time in grade requirements as described prior to being considered for promotion to the next higher grade.
- Receive a recommendation for promotion approved by the Superintendent or Designee.
- Cadet (CDT) through Cadet Staff Sergeant (C/SSG) must pass (80%) a written exam on the Cadet Corps Content standards for the rank being sought.
- Under unusual circumstances, a cadet may be promoted through the rank of C/SGT without regard to time in grade provided all other requirements have been met. An accelerated promotion will not be considered if it does not contribute to the overall effectiveness of the unit.

PROMOTION RANK	MIN TIME IN GRADE	CACC CONTENT MASTERY	ASSESSMENTS	PROMOTION AUTHORITY
CADET (CDT)	6 weeks	• OMI Bear Board and Company Specific Curriculum • Strands 1-6 in the Recruit to Cadet Study Guide	• Online Promotion Test • CDT Performance Task: General Orders; Pledge of Allegiance; Star Spangled Banner; Individual and Basic Drill commands	• TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant of Cadets recommendation
CADET FIRST CLASS (CFC)	9 weeks	• Strands 1-12 as included in the Recruit to Cadet and Cadet to Cadet First Class Study Guides	• Online Promotion Test • CFC Performance Task: Sing *America the Beautiful*, *This is Your Land,* and a Service Song; demonstrate how to properly fold a flag, recite the chain of command; Squad/Platoon drill commands	• TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation
CADET CORPORAL (C/CPL)	9 weeks	• Strands 1-18 as included in the Recruit to Cadet, Cadet to Cadet First Class, and Cadet First Class to Cadet Corporal Study Guides	• Online Promotion Test • CPL Performance Task: sing a different of the military branch songs and recite the leadership traits and leadership principles	• TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation
CADET SERGEANT (C/SGT)	9 weeks	• Strands 1-24 as included in the Recruit to Cadet, Cadet to Cadet First Class, Cadet First Class to Cadet Corporal, and Cadet Corporal to Cadet Sergeant Study Guides	• Online Promotion Test • Board Appearance to sing *This is My Country* and a different military branch song than was sung for C/CPL promotion; • Recite the Leader's Code; squad and platoon drill commands.	***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation
CADET STAFF SERGEANT (C/SSG)	9 weeks	• Strands 1-30 as included in the Recruit to Cadet, Cadet to Cadet First Class, Cadet First Class to Cadet Corporal, Cadet Corporal to Cadet Sergeant, and Cadet Sergeant to Cadet Sergeant First Class Study Guides	• Online Promotion Test • Board Appearance: Demonstrate the Manual of Arms with a Springfield 1903 or similar rifle; Demonstrate the ability to properly form and march a squad	***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation

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Promotion to Cadet Sergeant First Class (C/SFC) or Cadet Master Sergeant (C/MSG)

- Show high integrity, adherence to the ideals of the Cadet Code, and a strong ability to work successfully with others.
- Successfully pass a rank-specific promotion board to verify proficiency at the appropriate content standards for the rank being sought.
- Meet the Healthy Fitness Zone (HFZ) physical fitness requirement within a year preceding the date of the promotion board.
- Satisfactory academic standing - defined as a grade point average of 2.0 or higher (on a 4 point scale) in all classes combined and no failing grades.

PROMOTION RANK	MIN TIME IN GRADE	CACC CONTENT MASTERY	ASSESSMENTS	PROMOTION AUTHORITY
CADET SERGEANT FIRST CLASS (C/SFC)	9 weeks	• Strands 1-36 as included in all previous study guides and the Cadet Staff Sergeant to Cadet Sergeant First Class Study Guide	• Board Appearance: Board questions are available from the TAC Team and online at https://cacadets.org/promo	***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation
CADET MASTER SERGEANT (C/MSG)	9 weeks	• Strands 1-42 as included in all previous study guides and the Cadet Staff Sergeant to Cadet Sergeant First Class Study Guide along with material online in Strands 37-42	• Board Appearance: Board questions are available from the TAC Team and online at https://cacadets.org/promo	***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation

Promotion to Cadet First Sergeant (C/1SG), Cadet Sergeant Major (C/SGM) or Cadet Command Sergeant Major (C/CSM)

- Cadets who have demonstrated the highest level of subject-matter proficiency required of a Cadet Non-Commissioned Officer
- Successfully pass a rank-specific promotion board to verify proficiency of the appropriate content standards.
- Meet the Healthy Fitness Zone (HFZ) physical fitness requirement within a year preceding the date of the promotion board.
- Satisfactory academic standing - defined as a grade point average of 2.0 or higher (on a 4 point scale) in all classes and no failing grades during the most recent recorded academic grading period. This is a continuing requirement for each subsequent promotion.

PROMOTION RANK	MIN TIME IN GRADE	CACC CONTENT MASTERY	ASSESSMENTS	PROMOTION AUTHORITY
CADET FIRST SERGEANT (C/1SG)	Automatic upon promotion to C/MSG and holding and authorized position	• All Standards required for promotion to Cadet Master Sergeant as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the adult NCOIC and online at https://cacadets.org/promo	***Must be 9th grade or higher*** • Requirements for this position will be published as authorization becomes available
CADET SERGEANT MAJOR (C/SGM) **CADET COMMAND SERGEANT MAJOR (C/CSM)**	Automatic upon promotion to C/MSGf and holding an authorized position	• All Standards required for promotion to Cadet Master Sergeant as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the adult NCOIC and online at https://cacadets.org/promo	***Must be 10th grade or higher*** • Requirements for this position will be published as authorization becomes available

Promotion to Cadet Warrant Officer 1 (C/WO1) or Cadet Warrant Officer 2 (C/WO2)

The appointment of a cadet as a **Cadet Warrant Officer** is a privilege and not a right inherent with enrollment. It is reserved for those special cadets who are in good standing with the school and community, maintain a satisfactory academic standing, demonstrate proficiency (through written and practical application in CACC subject matter) and recommended/approved through the selection process.

- Considered from the rank of Cadet Master Sergeant (C/MSG). Waiverable down to C/SSG. (Exceptions made by Commandant only)
- Must be at least 14 years of age and served successfully as a Non-Commissioned Officer for at least twenty-two school weeks
- Successful completion of Officer Candidate School curriculum and successful Officer Candidacy Program completion (not more than 60 days)
- Application packet to Brigade Advisor for approval - Initial appointment as cadet commission officer to the rank of Cadet Warrant Officer 1 only

PROMOTION RANK	MIN TIME IN GRADE	CACC CONTENT MASTERY	ASSESSMENTS	PROMOTION AUTHORITY
CADET WARRANT OFFICER 1 (C/WO1) (black with silver)	9 weeks	• All Standards required for previous promotions up through C/MSG • Additional Standards required for C/WO1 as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 8th grade or higher*** ***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation • Brigade Advisor approval
CADET WARRANT OFFICER 2 (C/WO2) (black with silver)	9 weeks	• All Standards required for previous promotions up through C/WO1 • Additional Standards required for C/WO2 as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 8th grade or higher*** ***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation • Brigade Advisor approval

The appointment of a cadet as a **Cadet Commissioned Officer** is a privilege and not a right inherent with enrollment. It is reserved for those special cadets who are in good standing with the school and community, maintain a satisfactory academic standing, demonstrate proficiency (through written and practical application in CACC subject matter) and recommended/approved through the selection process.

- Considered from the rank of Cadet Master Sergeant (C/MSG). Waiverable down to C/SSG. (Exceptions made by Commandant only)
- Must be at least 14 years of age and served successfully as a Non-Commissioned Officer for at least twenty-two school weeks
- Successful completion of Officer Candidate School curriculum and successful Officer Candidacy Program completion (not more than 60 days). Application packet to Brigade Advisor for approval - Initial appointment as cadet commission officer to the rank of Cadet Second Lieutenant only. **(Cadet Second Lieutenant through Cadet Captain are Company Grade Officers)**

PROMOTION RANK	MIN TIME IN GRADE	CACC CONTENT MASTERY	ASSESSMENTS	PROMOTION AUTHORITY
CADET SECOND LIEUTENANT (C/2LT) (gold)	9 weeks	• All Standards required for previous promotions up through C/WO2 • Additional Standards required for C/2LT as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 9th grade or higher*** ***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent • Recommendation • Brigade Advisor approval

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CADET FIRST LIEUTENANT (C/1LT) (silver)	9 weeks	• All Standards required for previous promotions up through C/2LT • Additional Standards required for C/1LT as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 9th grade or higher*** ***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent • Recommendation • Brigade Advisor approval
CADET CAPTAIN (C/CPT) (silver)	12 weeks	• All Standards required for previous promotions up through C/1LT • Additional Standards required for C/CPT as specified in Cadet Regulation 1-5	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 10th grade or higher*** ***Subject to position availability*** • TAC Team Recommendation • Cadet Company Leadership Recommendation • Commandant or Superintendent Recommendation • Brigade Advisor approval

The promotion of a cadet as a **Cadet Field Grade Commissioned Officer** is an exceptional privilege and not a right inherent with enrollment. Applications are considered from cadets currently serving as Company Grade Officers only. The Executive Officer of the California Cadet Corps is the final promotion authority.

PROMOTION RANK	MIN TIME IN GRADE	CACC CONTENT MASTERY	ASSESSMENTS	PROMOTION AUTHORITY
CADET MAJOR (C/MAJ) (gold)	12 weeks	• All Cadet Field Grade Officers must have mastered all CACC Standards	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 11th grade or higher*** • TAC Team Recommendation • Cadet Battalion Leadership Recommendation • Commandant or Superintendent Recommendation • Brigade Advisor approval • Executive Officer of CACC approval
CADET LIEUTENANT COLONEL (C/LTC) (silver)	12 weeks	• All Cadet Field Grade Officers must have mastered all CACC Standards	• Board Appearance: Board Questions available from the Commandant and online at https://cacadets.org/promo	***Must be 12th grade or higher*** • TAC Team Recommendation • Cadet Battalion Leadership Recommendation • Commandant or Superintendent Recommendation • Brigade Advisor approval • Executive Officer of CACC approval

Chapter 4- Athletics

Athletic and Activities Eligibility

1. In keeping with the OMI, Bay Area Conference, North Coast Section, and California Interscholastic Federation (CIF) Philosophies on Student Eligibility For Interscholastic Athletic Competition (CIF Bylaw 200) the following principles are adopted:

1.1. OMI affirms that participation in athletics and other extracurricular activities is an important part of the high school experience and that participation in extracurricular activities is a privilege. The privilege of participation is available to students who meet the democratically established standards of qualification as set forth by the governing Board of OMI in keeping with the principles of the CIF Council.

1.2. CIF Bylaws governing student eligibility are a necessary prerequisite to participation in interscholastic athletics because they:

- Keep the focus on athletic participation as a privilege, not a right.
- Reinforce the principle that students attend school to receive an education first; athletic participation is secondary.
- Protect the opportunities to participate for students who meet the established standards.
- Provide a fundamentally fair and equitable framework in which interscholastic athletic competition can take place.
- Provide uniform standards for all schools to follow in maintaining athletic competition.
- Serve as a deterrent to students who transfer schools for athletic reasons and to individuals who recruit student athletes.
- Serve as a deterrent to students who transfer schools to avoid disciplinary action.
- Maintain an ethical relationship between high school athletic programs and others who demonstrate an interest in high school athletes.
- Support the principles of "Pursuing Victory with Honor"

OMI Standards Of Eligibility (CIF Bylaw 201)

OMI adopts all 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.

2. **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:**

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: Quarter 1 Eligibility is determined by the 2nd semester grades of the previous school year; Quarter 2 Eligibility is determined by the 1st quarter grades; Quarter 3 Eligibility is determined by the 1st semester grades; Quarter 4 Eligibility is determined by the 3rd quarter grades

2.1.2. **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.

2.1.3. In the case of Middle School students, be achieving minimum progress toward meeting OMI's prescribed middle school graduation requirements. Minimum progress is defined as having completed 32.5 credits as a second semester sixth grader, 65 credits as a first semester seventh grader, 97.5 credits as a second semester seventh grader, and 130 credits as a first semester eighth grader.

2.1.4. In the case of High School students, be achieving minimum progress toward meeting OMI's prescribed high school graduation requirements. Minimum progress is defined as having completed 32.5 credits as a second semester freshman, 65 credits as a first semester sophomore, 97.5 credits as a second semester sophomore, 130 credits as a first semester junior, 162.5 credits as a second semester junior, 195 credits as a first semester senior and 227.5 as a second semester senior.

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

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

2.2.2. Cadets with Limited Eligibility may practice and attend extra-curricular meetings only after fulfilling all OMI citizenship and academic support requirements.

2.2.3. Cadets must submit daily or weekly progress reports to be used by coaches/teacher leaders as a tool to monitor and motivate cadet progress.

2.2. **Probationary Eligibility**

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.

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

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.

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

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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.

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.

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

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.

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)
Initial full-time collegiate enrollment before August 1, 2016:

- Sixteen (16) core courses are required (see chart below for subject-area requirements).

Initial full-time collegiate enrollment on or after August 1, 2016:

- Sixteen (16) core courses are required (see chart below for subject-area requirements).
- Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
- These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
- Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)
Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).

- SAT: critical reading and math sections. Best subscore from each section is used to determine the SAT combined score for initial eligibility.
- ACT: English, math, reading and science sections. Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:
Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
Initial full-time collegiate enrollment before August 1, 2016:

- Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
- Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.

Initial full-time collegiate enrollment on or after August 1, 2016:

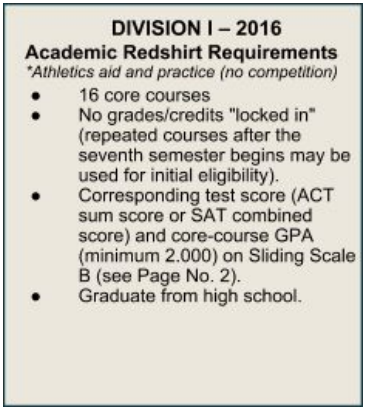
- Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in" and subject-area requirements.

DIVISION I
Core-Course Requirement (16)

- 4 years of English
- 3years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016
Qualifier Requirements

- 16 core courses
- Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
- Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.



Division II Initial-Eligibility Requirements

Core Courses

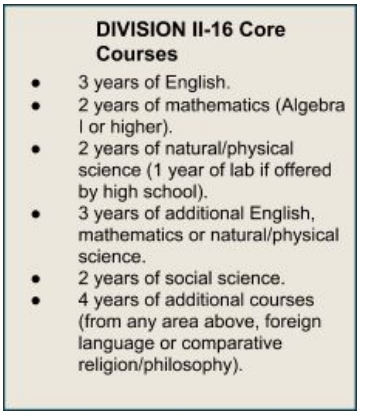
- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018,** is 2.200 (corresponding test- score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier **on or after August 1, 2018**, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.



Chapter 5 – Annual Notice of General School Programs and Policies

Community Eligibility Provision (CEP): CEP is a federal provision that allows eligible schools to offer free meals to attending students regardless of individual income. CEP eliminates the burden of collecting household applications to determine eligibility for school meals, relying instead on information from other means-tested programs.

Schools with ≥40 percent of "Identified Students," or those directly certified to participate in school meals through their participation in programs such as CalWORKs, are eligible for CEP. Student Nutrition Services determined OMI's eligibility based upon school based on this formula.

The Oakland Military Institute is thrilled to expand CEP during the 2018-19 school year. CEP:

- Builds community
- Fights hunger with health
- Improves financial health
- Streamlines operations

CONCUSSION/HEAD INJURY: Because the Charter School offers an athletic program, parents/guardians must sign a concussion/head injury information sheet on a yearly basis if their student is an athlete on any of the School's athletic teams. This does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. The School can provide this concussion information sheet to only those parents whose students are participating in the School's athletic program, if applicable.

SUDDEN CARDIAC ARREST PREVENTION: Because OMI offers an athletic program, each school year, before a student participates in an athletic activity governed by the CIF, the parent/guardian is required to sign and return a copy of the sudden cardiac arrest information sheet required by the CIF. Before a student participates in an athletic activity not governed by the CIF, the parent/guardian must sign and return an acknowledgement of receipt and review of the sudden cardiac arrest prevent information sheet posted on the CDE's website.

ClassTracker www.classtracker.com

ORAL HEALTH EXAMINATIONS: OMI will require its cadets to comply with all oral health examinations pursuant to Education Code section 49452.8. Please contact the office if you have questions about this requirement.

DIABETES: OMI will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

IMMUNIZATIONS AND PHYSICAL EXAMINATIONS: To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

SECTION 504: OMI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the School's Section 504 policies and procedures is available upon request.

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

HOMELESS STUDENTS: 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 students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Wellness Coordinator Oakland Military Institute
3877 Lusk St, Emeryville, CA 94608
(510) 594-3900

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students 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 students 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.

TEACHER QUALIFICATION INFORMATION: All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

EDUCATIONAL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION: The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the Superintendent or designee a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the Superintendent or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Note that OMI will not release information to third parties for immigration-enforcement purposes, except as required by law or court order

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S.
Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10).
9. Information the School has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Superintendent.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY
FOR ALL EMPLOYEES/STUDENTS OF THE OAKLAND MILITARY INSTITUTE

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, OMI prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status or citizenship, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, OMI will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which OMI does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. OMI will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

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

Superintendent
Oakland Military Institute
3877 Lusk Street, Oakland, CA 94608
510-594-3900

DEFINITIONS
Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Differential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by OMI.

OMI is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when:

(a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress;
(b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual;
(c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;
(d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
  - Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
    - Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
      - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
      - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
      - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)
      - The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

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

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

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Electronic Act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes:

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

Grievance Procedures

Reporting:

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

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Superintendent
Oakland Military Institute
3877 Lusk Street, Oakland, CA 94608
510-594-3900

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

OMI prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

1.Investigation
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of OMI, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

2. Consequences
Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

3. Uniform Complaint Procedures
When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

4. Right of Appeal
Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the General Complaint Process found in Policy Manual.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Uniform Complaint Procedures

OMI has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

OMI shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, immigration status or citizenship, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any OMI program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs

- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical
- instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Superintendent of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer.

Superintendent
Oakland Military Institute
3877 Lusk St, Emeryville, CA 94608 (510) 594-3900

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Superintendent or his or her designee in writing.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the OMI's.

The complainant has a right to appeal OMI's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of OMI's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of OMI's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent.

RESTORATIVE JUSTICE

POLICY STATEMENT:

The Restorative Justice ("RJ") team will implement and institutionalize restorative practices throughout our campus. Restorative Justice is a theory of justice that emphasizes repairing the harm caused by misconduct. It is best accomplished through cooperative processes that allow all willing stakeholders to meet and discuss viable solutions which can lead to transformation of people, relationships and communities. School-based restorative justice programs, can offer a more equitable and respectful alternative for dealing with disciplinary infractions. It also serves as a proactive strategy to create a culture of connectivity where all members of the OMI community feel valued.

Restorative Justice is a profoundly relational practice that emphasizes bringing together everyone affected by wrongdoing to address needs, responsibilities, and to heal the harm to relationships as much as possible. Restorative justice is a philosophy that will be applied in multiple contexts across the OMI environment, including classrooms, family mediations, workplaces, and altercations. RJ personnel will create circles and lectures based off OMI norms and beliefs. Many people mistakenly assume restorative justice is solely a conflict resolution process that comes into play after harm has occurred.

Though school-based restorative justice offers a more equitable and respectful alternative for dealing with disciplinary infractions our program also offers a proactive strategy to create a culture of connectivity where all members of the school community practice RJ. Restorative justice is NOT disciplinary action. It is an attempt of moving from Punitive to Restorative Practices. RJ will implement Tier one, two and tree throughout campus.

PROCEDURE:

Restorative Justice provides a unique sense of student connection. RJ uses its own students to play prominent roles in the program, hence creating a peaceful student led environment. RJ staff is a neutral party that invests emotions and time into many disagreements throughout campus process (mediation, harm reduction, re-entry, and community building). RJ staff is trained and experienced in community building, alternative forms of discipline, RJ reentry, and in offering RJ trainings (Tiers I, II, and III). RJ will continuously train, coach, and provide technical assistance to site-based practitioners and parents. RJ uses a transfer process to coach and facilitate classroom circles with teachers and culture keepers (see policy for culture keeper for details).

Not only does RJ handle mediations but they also coordinate circles and other schoolwide restorative practices. RJ specializes in restorative interventions as alternatives to punitive discipline, with the

goal of helping students re-integrate into school following an altercation or absence. Our goal is to implement a restorative culture that supports all school stakeholders to shift their analysis of a challenge from using exclusionary discipline tactics to support healing and accountability. Restorative Justice tasks and obligations will be outlined throughout the rest of this policy.

Intervention:

Teachers are the first level of support and care for our Cadets. Reasonable shall be made to redirect a student's misconduct in a respectable manner. Once the teacher has exercises all reasonable methods of redirection then RJ will step in to try to restore the relationship as much as possible.

RJ Referral Form:

Teachers may complete the online RJ form in detail for students that neglect to correct their behaviors. RJ staff will process the referral and contact the teacher to confirm the referral was received.

Removing Students From Class:

Teachers will use Form 3900 and request for a Cadet to be removed from class when the behavior is majorly disruptive to the classroom setting. Security or Administrative Staff will respond depending on the gravity of the situation. RJ staff should refrain from removing Cadets from class.

STAGES OF PROGRESSIVE DISCIPLINE

Level 1

Uncooperative/ Noncompliant Behavior

Level 2

Disorderly Behavior

Level 3

Disruptive Behavior

Level 4

Aggressive or Injurious/Harmful Behavior

Level 5

Seriously Dangerous or Violent Behavior

SUSPENSION & EXPULSION PROCEDURES

This Cadet Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all cadets at the Oakland Military Institute ("OMI"). When the policy is violated, it may be necessary to suspend or expel a cadet from regular classroom instruction. This policy shall serve as OMI's policy and procedures for cadet suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspended or expelled cadets shall be excluded from all school and school-related activities, including summer school, unless otherwise agreed during the period of suspension or expulsion.

A cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. OMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such cadets.

Grounds for Suspension and Expulsion of Cadets

A cadet may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus;
d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Cadets may be suspended and/or expelled for any of the following acts when it is determined the cadet:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device, or an incendiary device such as matches or a lighter, unless, in the case of possession of any object of this type, the cadets had obtained written permission to possess the item from a certificated school employee, with the Commandant or Designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 or Salvia Divinorum as noted in section 379 of the California Penal Code. Salvia Divinorum is also known by the street names as "Serenity"

or "K2.".

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading cadet rights by creating an intimidating or hostile educational environment.
23. Engaged in an act of bullying, threat, harassment, or intimidation, including but not limited to bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
25. Continued failure to comply with the military requirements of the Institute, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.
26. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.
27. Was found guilty of a misdemeanor or felony for an offense which occurred in conjunction with school operations or the cadet coming to or going from school, and which, in the opinion of the school, would bring discredit on the cadet or the school or would endanger the health and safety of members of the school community.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Suspension Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrator, Commandant or the Commandant's designee with the cadet and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the cadet to the Commandant.

The conference may be omitted if the Administrator, Commandant or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of cadets or school personnel. If a cadet is suspended without this conference, both the parent/guardian and cadet shall be notified of the cadet's right to return to school for the purpose of a conference.

At the conference, the cadet shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

The conference shall be held within two school days, unless the cadet waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a cadet for failure of the cadet's parent or guardian to attend a conference with school officials. Reinstatement of the suspended cadet shall not be contingent upon attendance by the cadet's parent or guardian at the conference.

2. Suspension Notice to Parents/Guardians

At the time of suspension, the Administrator, Commandant or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a cadet is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the cadet. In addition, the notice may also state the date and time when the cadet may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Administrator, Commandant or Commandant's designee, the cadet and the cadet's guardian or representative will be invited to a conference to determine if the suspension for the cadet should be extended pending an expulsion hearing. This determination will be made by the Administrator, Commandant or designee upon either of the following determinations:

1) The cadet's presence will be disruptive to the education process;
2) The cadet poses a threat or danger to others. Upon either determination, the cadet's suspension will be extended pending the results of an expulsion hearing.

A cadet may be expelled by the OMI Superintendent upon the recommendation of the Discipline Board. The Discipline Board will consist of at least three members who are certificated and neither a teacher of the cadet nor a member of the OMI's Governing Board. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense.

Cadets recommended for expulsion for an offense outlined in this section are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Commandant or designee determines that the Cadet has committed an expellable offense.

The Discipline Board will make a recommendation to the OMI Superintendent for a final decision whether to expel. The Discipline Board Hearing shall be held in closed session unless the cadet makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the Discipline Board Hearing shall be forwarded to the cadet, the cadet's parent/guardian, and the Oakland Unified School District at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the cadet. The notice shall include the date and place of the Discipline Board Hearing as well as the following:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of OMI's disciplinary rules which relate to the alleged violation;
- Notification of the cadet's or parent/guardian's obligation to

provide information about the cadet's status at the school to any other school district or school to which the cadet seeks enrollment;

- The opportunity for the cadet or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses.

4. Special Considerations for Sexual Assault or Battery Cases:

OMI may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the Discipline Board Hearing in the form of sworn declarations which shall be examined only by the OMI Discipline Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the cadet.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. OMI must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the Discipline Board Hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the Discipline Board Hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, OMI must present evidence that the witness' presence is both desired by the witness and will be helpful to OMI. The person presiding over the Discipline Board Hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence.

In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

5. Record of Discipline Board Hearing

A record of the Discipline Board Hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

6. Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the OMI Discipline Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused cadet, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Board shall be in the form of written findings of fact and a written recommendation to the OMI Superintendent who will make a final determination regarding the expulsion.

If the Discipline Board decides not to recommend expulsion, the cadet shall immediately be returned to his/her educational program and may be mandated to comply with the provisions of strict disciplinary

probation.

The final decision by the OMI Superintendent shall be made within ten (10) school days following the conclusion of the hearing. The Superintendent or designee following a decision of the Discipline Board to expel shall send written notice of the decision to expel, including the Discipline Board's findings of fact, to the cadet, the cadets parent/guardian, and to the Oakland Unified School District. This notice shall also include the following:

- Notice of the specific offense committed by the cadet
- Notice of the cadet's or parent/guardian's obligation to inform any new district in which the cadet seeks to enroll of the cadet's status with OMI.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the cadet's district of residence. This notice shall include the following:

- The cadet's name
- The specific expellable offense committed by the cadet

7. Disciplinary Records

OMI shall maintain records of all cadet suspensions and expulsions at OMI. Such records shall be made available to the Oakland Unified School District upon request.

8. Appeal

Appeals of the Superintendent's decision to expel may be made in writing within ten (10) school days. The scope of the review of the OMI Governing Board shall be limited to the following questions:

1. Whether OMI acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the OMI Governing Board. The cadet shall be considered expelled and not permitted to return to OMI during an appeal process.

The cadet shall have no additional right of appeal from expulsion from OMI other than the OMI Governing Board as specified above.

9. Expelled Cadets/Alternative Education

Cadets who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

10. Rehabilitation Plans

Cadets who are expelled from OMI shall be given a rehabilitation plan upon expulsion as developed by the OMI Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the cadet may reapply to OMI for readmission.

11. Re-admission

The decision to readmit a cadet or to admit a previously expelled cadet from another school district or charter school shall be in the sole discretion of the OMI Superintendent following a meeting with the Commandant or his designee and the cadet and guardian or representative to determine whether the cadet has successfully completed the rehabilitation plan and to determine whether the cadet poses a threat to others or will be disruptive to the school environment. The Commandant shall make a recommendation to the OMI Superintendent following the meeting regarding his or her determination. The cadet's readmission is also contingent upon OMI's capacity at the time the cadet seeks readmission.

12. Suspension and Expulsion, Special Procedures for Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Cadets suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the cadet's file, including the cadet's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the cadet's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the cadet, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such

a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Site Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services. The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

OMI reserves the right to change policies and procedures outlined in this handbook. Notice of such changes will be provided in the weekly parent bulletin.

August/September 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AUGUST 19	20 Emergency Drill	21	22 Picture Day	23	24	25
26	27	28	29	30	31 Senior Sunrise	**SEPTEMBER** 1
2	3 No School (Labor Day)	4	5	6 Emergency Drill	7 Progress Report	8
9	10	11	12	13 Back to School Night	14 Pledege Test	15
16	17	18	19 Pass in Review	20	21	22 CACC Leadership Conference
23 CACC Leadership Conference	24 Can Food Drive	25 Can Food Drive Hearing and Vision	26 Can Food Drive	27 Can Food Drive	28 Can Food Drive Progress Report Fall Festival	29
30						

October 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Can Food Drive FAFSA Applications Open Private Colleges Filing Period Opens CSU Filing Period Opens	2 Can Food Drive Latino Heritage Month Assembly	3 Can Food Drive	4 Can Food Drive	5 Can Food Drive XTC Roster Due	6 Black Cowboy Parade
7	8 No School (Indigenous People's Day)	9 Can Food Drive	10 Can Food Drive SAT PSAT	11 Can Food Drive	12 Can Food Drive HS Bivouac	13 HS Bivouac
14 HS Bivouac	15 Can Food Drive	16 Can Food Drive	17 Can Food Drive	18 Can Food Drive Progress Report Emergency Drill	19 Staff PD (No School)	20 ANOC & BNOC
21 ANOC & BNOC	22 Can Food Drive	23 Can Food Drive	24 Can Food Drive	25 Can Food Drive	26 Can Food Drive	27 XTC
28 XTC	29 Can Food Drive	30 Can Food Drive	31 Can Food Drive			

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November 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Can Food Drive Toy Drive UC Filing Period Opens	2 Can Food Drive Toy Drive	3 UN Flag Ceremony
4	5 Can Food Drive Toy Drive	6 Can Food Drive Toy Drive	7 Can Food Drive Toy Drive Pass in Review	8 Can Food Drive Toy Drive	9 Can Food Drive Toy Drive Progress Report	10 Veteran's Day Parade
11	12 No School (Veteran's Day Observed)	13 Toy Drive	14 Toy Drive	15 Toy Drive	16 Toy Drive CACC Cert	17 CACC Cert
18 CACC Cert	19 Thanksgiving Break	20 Thanksgiving Break R-U-S-H Party	21 Thanksgiving Break	22 Thanksgiving Break	23 Thanksgiving Break	24
25	26 Toy Drive	27 Toy Drive Emergency Drill	28 Toy Drive	29 Toy Drive	30 Toy Drive UC Filing Period Closes CSU Filing Period Closes	

December 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Toy Drive	4 Toy Drive	5 Toy Drive	6 Toy Drive Emergency Drill	7 Toy Drive Progress Report	8 Military Ball
9	10	11	12	13	14	15
16	17 Finals	18 Finals	19 Finals	20 Staff PD (No School)	21 Report Cards Winter Break	22
23	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break	29
30	31 Winter Break					

ClassTracker www.classtracker.com

January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Winter Break Private Colleges Filing Period Closes	2 Winter Break	3 Winter Break	4 Winter Break	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 No School	22	23	24 Progress Report	25 Staff PD (No School)	26 CACC Drill
27 CACC Drill	28	29	30	31 Emergency Drill		

February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 Chinese New Year Parade
3	4 Grizzly Bags Drive	5 Grizzly Bags Drive	6 Grizzly Bags Drive	7 Grizzly Bags Drive	8 Grizzly Bags Drive	9 Drill Academy
10 Drill Academy	11 Grizzly Bags Drive	12 Grizzly Bags Drive	13 Grizzly Bags Drive	14 Grizzly Bags Drive Progress Report	15 No School	16
17 Random Acts of Kindness Week	18 Random Acts of Kindness Week No School (President's Day)	19 Grizzly Bags Drive Random Acts of Kindness Week	20 Grizzly Bags Drive Random Acts of Kindness Week	21 Grizzly Bags Drive Random Acts of Kindness Week	22 Grizzly Bags Drive Random Acts of Kindness Week	23 Random Acts of Kindness Week IMA/Drill Comp Intent Due
24	25 Grizzly Bags Drive Emergency Drill College Bound Scholarship Applications Open	26 Grizzly Bags Drive Black History Month Assembly	27 Grizzly Bags Drive Pass in Review	28 Grizzly Bags Drive Open House		

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March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Grizzly Bags Drive	2 FAFSA Applications Due CAL Grant Due OCS
3 OCS	4 Grizzly Bags Drive	5	6	7 Blood Drive	8 Progress Report	9
10	11	12	13	14	15	16
17	18	19	20	21	22 Emergency Drill MS Bivouac	23 MS Bivouac
24 MS Bivouac	25	26	27	28 Progress Report	29 No School (Cesar Chavez Day)	30
31						

April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Spring Break SOCAL Get Down	2 Spring Break SOCAL Get Down	3 Spring Break SOCAL Get Down	4 Spring Break SOCAL Get Down	5 Spring Break SOCAL Get Down	6
7	8	9	10	11	12	13 CACC Drill Comp
14	15	16	17	18 Progress Report	19 Staff PD (No School)	20
21	22	23	24	25	26 Progress Report Emergency Drill	27 Prom
28 Caesar Chavez Parade	29	30				

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May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 IMA
5	6 Teacher Appreciation Week College Bound Scholarship Applications Closes	7 API Assembly Teacher Appreciation Week	8 Teacher Appreciation Week	9 Teacher Appreciation Week	10 Teacher Appreciation Week Progress Report	11 Summer Camp Orientation
12	13	14	15	16	17 Emergency Drill	18
19	20	21 Senior Walk Through	22 Memorial Day Pass in Review	23 Finals Senior Sunset	24 Finals	25 Memorial Day Parade Finals
26	27 No School (Memorial Day)	28 Finals	29 Finals 8th Grade Promotion	30 Last Day of School Senior/Change of Command Pass in Review	31 Staff PD (No School) Report Cards	

June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Graduation
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 CACC Leadership Camp	17 CACC Leadership Camp	18 CACC Leadership Camp	19 CACC Leadership Camp	20 CACC Leadership Camp	21 CACC Leadership Camp	22 CACC Leadership Camp
23 CACC Leadership Camp	24 CACC Advanced Camp	25 CACC Advanced Camp	26 CACC Advanced Camp	27 CACC Advanced Camp	28 CACC Advanced Camp	29 CACC Advanced Camp
30 CACC Advanced Camp						

Classtracker www.classtracker.com

MON AUGUST 13

First Day of School

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE AUGUST 14

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED AUGUST 15

Pledge Review Starts

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU AUGUST 16

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI AUGUST 17

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT AUGUST 18

SUN AUGUST 19

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON AUGUST 20

Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE AUGUST 21

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED AUGUST 22

Picture Day

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU AUGUST 23

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI AUGUST 24

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT AUGUST 25

SUN AUGUST 26

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON AUGUST 27

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE AUGUST 28

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED AUGUST 29

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU AUGUST 30

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI AUGUST 31

Senior Sunrise

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT SEPTEMBER 1

SUN SEPTEMBER 2

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON SEPTEMBER 3

No School (Labor Day)

TUE SEPTEMBER 4

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED SEPTEMBER 5

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU SEPTEMBER 6

Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI SEPTEMBER 7

Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT SEPTEMBER 8

SUN SEPTEMBER 9

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON SEPTEMBER 10

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE SEPTEMBER 11

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED SEPTEMBER 12

Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU SEPTEMBER 13

Back to School Night

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI SEPTEMBER 14

Pledege Test

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT SEPTEMBER 15

SUN SEPTEMBER 16

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON SEPTEMBER 17

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE SEPTEMBER 18

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED SEPTEMBER 19

Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU SEPTEMBER 20

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI SEPTEMBER 21

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT SEPTEMBER 22

CACC Leadership Conference

SUN SEPTEMBER 23

CACC Leadership Conference

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON SEPTEMBER 24

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE SEPTEMBER 25

Can Food Drive
Hearing and Vision

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED SEPTEMBER 26

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU SEPTEMBER 27

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI SEPTEMBER 28

Can Food Drive
Progress Report | Fall Festival

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT SEPTEMBER 29

SUN SEPTEMBER 30

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON OCTOBER 1

Can Food Drive | Private Colleges Filing Period Opens
FAFSA Applications Open | CSU Filing Period Opens

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE OCTOBER 2

Can Food Drive
Latino Heritage Month Assembly

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED OCTOBER 3

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU OCTOBER 4

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI OCTOBER 5

Can Food Drive
XTC Roster Due

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT OCTOBER 6

Black Cowboy Parade

SUN OCTOBER 7

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON OCTOBER 8

No School (Indigenous People's Day)

TUE OCTOBER 9

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED OCTOBER 10

Can Food Drive
SAT | PSAT

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU OCTOBER 11

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI OCTOBER 12

Can Food Drive
HS Bivouac

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT OCTOBER 13

HS Bivouac

SUN OCTOBER 14

HS Bivouac

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON OCTOBER 15

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE OCTOBER 16

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED OCTOBER 17

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU OCTOBER 18

Can Food Drive
Progress Report | Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI OCTOBER 19

Staff PD (No School)

SAT OCTOBER 20

ANOC & BNOC

SUN OCTOBER 21

ANOC & BNOC

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON OCTOBER 22

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE OCTOBER 23

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED OCTOBER 24

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU OCTOBER 25

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI OCTOBER 26

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT OCTOBER 27

XTC

SUN OCTOBER 28

XTC

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON OCTOBER 29

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE OCTOBER 30

Can Food Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED OCTOBER 31

Can Food Drive
Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU NOVEMBER 1

Can Food Drive
Toy Drive | UC Filing Period Opens

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI NOVEMBER 2

Can Food Drive
Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT NOVEMBER 3

UN Flag Ceremony

SUN NOVEMBER 4

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON NOVEMBER 5

Can Food Drive | Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE NOVEMBER 6

Can Food Drive | Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED NOVEMBER 7

Can Food Drive | Toy Drive
Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU NOVEMBER 8

Can Food Drive | Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI NOVEMBER 9

Can Food Drive | Toy Drive
Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT NOVEMBER 10

Veteran's Day Parade

SUN NOVEMBER 11

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON NOVEMBER 12

No School (Veteran's Day Observed)

TUE NOVEMBER 13

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED NOVEMBER 14

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU NOVEMBER 15

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI NOVEMBER 16

Toy Drive
CACC Cert

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT NOVEMBER 17

CACC Cert

SUN NOVEMBER 18

CACC Cert

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON NOVEMBER 19

Thanksgiving Break

TUE NOVEMBER 20

Thanksgiving Break
R-U-S-H Party

WED NOVEMBER 21

Thanksgiving Break

THU NOVEMBER 22

Thanksgiving Break

FRI NOVEMBER 23

Thanksgiving Break

SAT NOVEMBER 24

SUN NOVEMBER 25

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

MON NOVEMBER 26

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE NOVEMBER 27

Toy Drive
Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED NOVEMBER 28

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU NOVEMBER 29

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI NOVEMBER 30

Toy Drive
UC Filing Period Closes | CSU Filing Period Closes

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT DECEMBER 1

SUN DECEMBER 2

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON DECEMBER 3

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE DECEMBER 4

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED DECEMBER 5

Toy Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU DECEMBER 6

Toy Drive
Emergency Drill`

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI DECEMBER 7

Toy Drive
Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT DECEMBER 8

Military Ball

SUN DECEMBER 9

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON DECEMBER 10

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE DECEMBER 11

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED DECEMBER 12

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU DECEMBER 13

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI DECEMBER 14

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT DECEMBER 15

SUN DECEMBER 16

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON DECEMBER 17

Finals

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE DECEMBER 18

Finals

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED DECEMBER 19

Finals

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU DECEMBER 20

Staff PD (No School)

FRI DECEMBER 21

Report Cards
Winter Break

SAT DECEMBER 22

SUN DECEMBER 23

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

MON DECEMBER 24
Winter Break

TUE DECEMBER 25
Winter Break

WED DECEMBER 26
Winter Break

THU DECEMBER 27
Winter Break

FRI DECEMBER 28
Winter Break

SAT DECEMBER 29

SUN DECEMBER 30

MON **DECEMBER 31**

Winter Break

TUE **JANUARY 1**

Winter Break
Private Colleges Filing Period Closes

WED **JANUARY 2**

Winter Break

THU **JANUARY 3**

Winter Break

FRI **JANUARY 4**

Winter Break

SAT **JANUARY 5**

SUN **JANUARY 6**

MON JANUARY 7

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE JANUARY 8

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED JANUARY 9

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU JANUARY 10

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI JANUARY 11

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT JANUARY 12

SUN JANUARY 13

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON JANUARY 14

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE JANUARY 15

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED JANUARY 16

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU JANUARY 17

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI JANUARY 18

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT JANUARY 19

SUN JANUARY 20

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON JANUARY 21

No School

TUE JANUARY 22

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED JANUARY 23

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU JANUARY 24

Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI JANUARY 25

Staff PD (No School)

SAT JANUARY 26

CACC Drill

SUN JANUARY 27

CACC Drill

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON JANUARY 28

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE JANUARY 29

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED JANUARY 30

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU JANUARY 31

Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI FEBRUARY 1

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT FEBRUARY 2

Chinese New Year Parade

SUN FEBRUARY 3

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON FEBRUARY 4

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE FEBRUARY 5

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED FEBRUARY 6

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU FEBRUARY 7

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI FEBRUARY 8

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT FEBRUARY 9

Drill Academy

SUN FEBRUARY 10

Drill Academy

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON FEBRUARY 11

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE FEBRUARY 12

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED FEBRUARY 13

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU FEBRUARY 14

Grizzly Bags Drive
Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI FEBRUARY 15

No School

SAT FEBRUARY 16

SUN FEBRUARY 17

Random Acts of Kindness Week

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON FEBRUARY 18

Random Acts of Kindness Week
No School (President's Day)

TUE FEBRUARY 19

Grizzly Bags Drive
Random Acts of Kindness Week

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED FEBRUARY 20

Grizzly Bags Drive
Random Acts of Kindness Week | Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU FEBRUARY 21

Grizzly Bags Drive
Random Acts of Kindness Week

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI FEBRUARY 22

Grizzly Bags Drive
Random Acts of Kindness Week

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT FEBRUARY 23

Random Acts of Kindness Week
IMA/Drill Comp Intent Due

SUN FEBRUARY 24

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON FEBRUARY 25

Grizzly Bags Drive | Emergency Drill
College Bound Scholarship Applications Open

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE FEBRUARY 26

Grizzly Bags Drive
Black History Month Assembly

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED FEBRUARY 27

Grizzly Bags Drive
Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU FEBRUARY 28

Grizzly Bags Drive
Open House

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MARCH 1

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MARCH 2

FAFSA Applications Due | CAL Grant Due
OCS

SUN MARCH 3

OCS

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON MARCH 4

Grizzly Bags Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE MARCH 5

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MARCH 6

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MARCH 7

Blood Drive

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MARCH 8

Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MARCH 9

SUN MARCH 10

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON MARCH 11

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE MARCH 12

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MARCH 13

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MARCH 14

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MARCH 15

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MARCH 16

SUN MARCH 17

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON MARCH 18

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE MARCH 19

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MARCH 20

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MARCH 21

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MARCH 22

Emergency Drill
MS Bivouac

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MARCH 23

MS Bivouac

SUN MARCH 24

MS Bivouac

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON **MARCH 25**

TUE **MARCH 26**

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED **MARCH 27**

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MARCH 28

Progress Report
Caesar Chavez Parade

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MARCH 29

No School (Cesar Chavez Day)

SAT MARCH 30

SUN MARCH 31

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON APRIL 1

Spring Break
SOCAL Get Down

TUE APRIL 2

Spring Break
SOCAL Get Down

WED APRIL 3

Spring Break
SOCAL Get Down

THU APRIL 4

Spring Break
SOCAL Get Down

FRI APRIL 5

Spring Break
SOCAL Get Down

SAT APRIL 6

SUN APRIL 7

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

MON APRIL 8

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE APRIL 9

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED APRIL 10

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU APRIL 11

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI APRIL 12

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT APRIL 13

CACC Drill Comp

SUN APRIL 14

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON APRIL 15

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE APRIL 16

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED APRIL 17

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU APRIL 18

Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI APRIL 19

Staff PD (No School)

SAT APRIL 20

SUN APRIL 21

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

MON **APRIL 22**

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE **APRIL 23**

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED **APRIL 24**

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU APRIL 25

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI APRIL 26

Progress Report
Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT APRIL 27

Prom

SUN APRIL 28

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON APRIL 29

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE APRIL 30

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MAY 1

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MAY 2

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MAY 3

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MAY 4

IMA

SUN MAY 5

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON MAY 6

Teacher Appreciation Week
College Bound Scholarship Applications Closes

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE MAY 7

API Assembly
Teacher Appreciation Week

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MAY 8

Teacher Appreciation Week

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MAY 9

Teacher Appreciation Week

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MAY 10

Teacher Appreciation Week
Progress Report

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MAY 11

Summer Camp Orientation

SUN MAY 12

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON MAY 13

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE MAY 14

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MAY 15

Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MAY 16

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MAY 17

Emergency Drill

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MAY 18

SUN MAY 19

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

ClassTracker www.classtracker.com

MON MAY 20

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

TUE MAY 21

Senior Walk Through

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MAY 22

Memorial Day Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MAY 23

Finals
Senior Sunset

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MAY 24

Finals

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

SAT MAY 25

Memorial Day Parade

SUN MAY 26

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

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MON MAY 27

No School (Memorial Day)

TUE MAY 28

Finals

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

WED MAY 29

Finals
8th Grade Promotion

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

THU MAY 30

Last Day of School
Senior/Change of Command Pass in Review

Remember to

- ☐
- ☐
- ☐

Quizzes/Exams/Papers/Projects

Assignments

Activities

FRI MAY 31

Staff PD (No School)
Report Cards

SAT JUNE 1

Graduation

SUN JUNE 2

TO DO

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

weeks until

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Hall Passes

Date	Time	To	From	Initials

Hall Passes

Date	Time	To	From	Initials

Hall Passes

Date	Time	To	From	Initials

MS Pass in Review

Period	Time
Advisory	7:55 - 8:10
Formation	8:10 - 8:20
1	8:24 - 8:54
2	8:58 - 9:28
Morning Break	9:32 - 9:45
3	9:49 - 10:19
4 *Cadets attend 5* class	10:23 - 10:53
5 (Lunch)	10:57 - 11:37
6	11:41 - 12:11
7	12:15 - 12:45
PIR	12:49 - 2:04
EOD - Advisory	2:04 - 2:15

MS Minimum Day

Period	Time
Advisory	7:55 - 8:10
Formation	8:10 - 8:20
1	8:24 - 8:46
2	8:50 - 9:12
3	9:16 - 9:38
Morning Break	9:38 - 9:48
5	9:52 - 10:14
6	10:18 - 10:40
7	10:44 - 11:06
EOD - Advisory	11:10 - 11:25

HS PIR

	Begin	End
Formation	8:10 AM	8:20 AM
Advisory	8:24 AM	8:54 AM
Period 2	8:58 AM	10:18 AM
Nutrition	10:22 AM	10:37 AM
Period 4	10:41 AM	12:01 PM
Lunch	12:05 PM	12:45 PM
PIR	12:49 PM	2:04 PM
Period 6	2:08 PM	3:28 PM

MIDDLE SCHOOL BELL SCHEDULE

Advisory	7:55 - 8:10
Formation	8:10 - 8:20
1*	8:24 - 9:06
2*	9:10 - 9:52
Morning Break	9:54 - 10:06
3*	10:10 - 10:52
4* (Lunch)	10:56 - 11:38
5*	11:42 - 12:24
6*	12:28 - 1:10
7*	1:14 - 1:56
EOD Advisory	2:00 - 2:15

HIGH SCHOOL BELL SCHEDULES

Monday, Tuesday, Friday

Formation	8:10	-	8:20
Period 1	8:24	-	9:12
Period 2	9:16	-	10:04
Nutrition	10:08	-	10:23
Period 3	10:27	-	11:15
Period 4	11:19	-	12:07
Lunch	12:13	-	12:53
Period 5	12:57	-	1:45
Period 6	1:49	-	2:37
Period 7	2:41	-	3:29

Wednesday

Formation	8:10	-	8:20
Advisory	8:24	-	8:54
Period 2	8:58	-	10:18
Nutrition	10:22	-	10:37
Period 4	10:41	-	12:01
Lunch	12:05	-	12:45
Period 6	12:49	-	2:09

Thursday

Formation	8:10	-	8:20
Advisory	8:24	-	8:44
Period 1	8:48	-	10:08
Nutrition	10:12	-	10:27
Period 3	10:31	-	11:51
Lunch	11:55	-	12:35
Period 5	12:39	-	1:59
Period 7	**2:09**		**3:29**

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