



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2019-20
Individual Pathway**

School:	Oakland Military Institute - College Preparatory Academy	Principal	High School: Toniesha Webb
Pathway Industry Areas:	Public Services	Principal Phone:	High School: Toniesha Webb Office: 510-594-3937
School Address	3911 Lusk Street Oakland CA 94608	Principal Email:	High School: Toniesha Webb twebb@omiacademy.org
School Phone	510-594-3900	School Fax:	510-594-3903
2018-19 Enrollment (9-12) *Oakland Residents *CALPADS enrollment	273	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$54,600

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed on a quarterly reimbursement basis following the review of quarterly expenditure reports and supporting documentation.*

9-12 School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
218 - 56%	172 - 44%	300 - 77%	40 - 10.26%	0%	79 - 20.26%	273- 70%

9-12 Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
69 - 17.69%	1 - 0.26%	76 - 19.49%	227 - 58.21%	unknown	2 - 0.51%	8 - 2.05%	7 - 1.79%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Dr. Rona Zollinger	Career Pathways and Grants Manager
Dr. Arika Brown	Dual Enrollment Coordinator

Toniesha Webb	High School Principal
LaShay Clifton	College and Career Coordinator
Katherine Devinna	Director of Academic Performance
CTP Esther Mares	Military Liaison for Academic Instruction

School Vision:

The current OMI vision includes the following LCAP goals:

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.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school? These practices constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

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.

OMI's four 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 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 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 partner with parents to communicate about student progress and help all students succeed to the best of their abilities. Parents have a set of duties to fulfill their role as the primary educators of their children.

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.

Cadets learn what is expected of them at the Summer Camp prior to their enrollment at OMI, a camp which thoroughly

introduces new students to the **CITIZENSHIP** expectations of the school. The disciplinary system, patterned after the military model, is fair and predictable. It uses a merit and demerit system that provides both positive and negative consequences. 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 attend 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 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.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	2	Rigorous, Relevant, and Integrated	1
Leadership Configuration	2	Collaborative Learning	1
Distributed Leadership	2	Teacher Shared Best Practice	1
Equity		Teacher Collaboration Time	1
Open Access & Equitable Opp.	2	Teacher Professional Learning	1
Divers Student Representation	1	Personalized Student Support	
Closing the Opportunity Gap	1	Support of Student Needs	1
Program of Study/Master Schedule		College and Career Plan	1
Pathway Theme	2	Work Based Learning	
Integrated Core	1	Types of Student Experiences	1
Cohort Scheduling	1	WBL Pathway Outcomes	1
		WBL Pathway Evaluation	1

Budget Justification and Narrative

In the following sections, please review the self-assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. Please reference the Measure N Permissible Expenses document to ensure that all budgeted expenditures meet the requirements.

The Purpose of Measure N

The Oakland College & Career Readiness For All Act is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. **This comprehensive approach creates small learning communities of career-oriented pathways**, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

The Goals of the Measure

The following goals of Measure N are to be met through the implementation of Linked Learning:

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

3. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
4. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
5. Add additional lines if you would like add additional budget items.
6. All budget items should total up to the total grant amount based on the CALPADS enrollment for 2018-19 and Oakland residents. Please submit documentation that supports the enrollment numbers provided.

Additional Supporting Documents to Submit

1. Documentation that verifies CALPADS and Oakland residents enrollment numbers for 2018-19.
2. 2019-20 Master Schedule
3. Copy of Charter Petition/Charter Renewal

1. Design Team Establishment, Vision Development, Pathway Leadership Development, and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access, and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

OMI has already begun to establish our vision for a Linked Learning pathway in the Public Service sector. A concept and vision was presented to the OMI School Board on March 11, 2019. We have a comprehensive relationship with the military, specifically the National Guard. Currently the National Guard supports every OMI student as they participate in the California Cadet Corp (CACC). Each student is considered a cadet in CACC and are organized in military companies or small learning communities. The military staff teach a military science elective course called Leaders of Character to every student in every grade. However, these course are not considered part of any CTE career pathway nor are they designed to address the goals of Measure N. We are proposing to re-evaluate our current military supported program and instead design a military supported Linked Learning, CTE Public Service pathway that embeds work-based learning into the CACC experience.

We have identified key members of the pathway design team and have already started meeting regularly. Additional civilian and military staff, students and parents will need to be identified and be invited to join the team for a full planning year. Support is needed to create an inclusive mision, vision and leadership configuration that will focus on ensuring our efforts will attract students from diverse populations and continue to support college preparation.

During our Measure N planning year, we intend to visits schools, attend conferences, and consult with industry and Linked Learning professionals to design our implementation plan for 2020-21. Our budget in this section supports these activities.

Budget	2019-20 Planning Activities	Anticipated Outcome
Object Code: 5000 \$10,000 Professional consultants and operating support services	Support, materials and coaching for pathway team from a Linked Learning pathway consultant or other pathway development consultant.	<ul style="list-style-type: none"> ● Clear, concise pathway mission, vision, and strategic alignment ● Clear integration of vision at every level ● Solidification of participation in pathway team with norms of collaboration ● Clear definition of roles and responsibilities ● Logic model and plan reflects Linked Learning program goals
Object Code: 1000 \$15,000 For extra hourly wages	CTE teachers and counselor stipends or extra hourly wage for working outside work day on pathway planning team. Activities would include after school meetings, after-hours industry outreach and team planning retreats.	<ul style="list-style-type: none"> ● Researched pathway themes and clear plan for open access for all students that is clearly communicated to students and parents ● Teachers take lead on recruitment and industry outreach ● Teacher retention and increased job satisfaction ● Pathway team members feel their work is valued and promote programming
Object Code: 5000	Site visits, conferences to support development of pathway theme with support from industry professionals,	<ul style="list-style-type: none"> ● All pathway teachers and team take responsibility to learning best

<p>\$5,000</p> <p>Travel expenses, food, conference fees, substitutes</p>		<p>practices and creating the necessary condition for a fully designed and successful pathway plan</p>
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2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

At OMI we currently have 5 developing CTE pathway course sequences offered as electives. However, all teachers and students are not engaged in efforts to integrate challenging academics, career technical education, work-based learning and personalized academic, social, and emotional support services. Our CTE teachers are only beginning to address the cultural and pedagogical changes of thinking needed for all teachers and students to engage in rigorous integrated, student-centered, research-based instructional strategies such as project-based learning. Some teachers provide opportunities for critical, problem-based thinking, but most need intensified support to provide high quality integrated learning align with industry standards. There is very limited connections made to the real life industry challenges and students rarely interact with professionals other than their teachers or their military Cadet Corp Company leaders. Students are often disengaged in learning and enter with low reading and math skills.

Activities during our Measure N planning year are centered around providing interest and access for teachers and students to engage in the design process for the Public Service Linked Learning pathway. We want to create a student advisory council, evaluate our current College and Career procedures, pilot a 9th grade career awareness and planning course, experiment with collaboration around some pilot integrated project-based learning, and offer targeted professional development for teachers to design the next steps for our community to meet the goals of Measure N.

Budget	2019-20 Planned Activity	Anticipated Outcome
<p>Object Code: 5000</p> <p>\$2,000</p> <p>Student internship stipends</p>	<p>Create a Student Career Pathway Advisory Council.</p> <p>These students advise pathway team in planning. Students attend school visits and conferences with teachers. Students on council can apply to be a paid intern if the work is after-school and related to pathway development. Meetings will include food and transportation offered when needed.</p>	<ul style="list-style-type: none"> ● Piloted in-house Public Service internship program ● Integrated student voice to career pathway programming ● Increase student engagement in the success of pathways
<p>No cost</p>	<p>Evaluate current College and Career counseling procedures and consider elements of other school Work Readiness Portfolios to pilot during implementation planning year.</p>	<ul style="list-style-type: none"> ● Integrated support system within all departments for the student to experience no separation between academic and career readiness focus
<p>Object Code: 4000</p> <p>\$2,500</p>	<p>Develop and pilot career awareness and exploration course (Get Focused Stay Focused) for all 9th-grade students (semester course)</p>	<ul style="list-style-type: none"> ● Every 9th-grade student has the opportunity to explore career choices and link subsequent high school courses to career curiosities
<p>Object Code:</p>	<p>Professional development for identified CTE teachers</p>	<ul style="list-style-type: none"> ● Pathway team has the opportunity to

5000 \$5,000 Outside services, travel expenses, substitutes	and pathway team that encourages integration of CTE Framework and Standards and work-based and project-based learning	<p>explore project-based learning in ways that encourage inquiry-based learning and performance-based assessment</p> <ul style="list-style-type: none"> • Teachers have resources for creating new course syllabi
Object Code: 5000 \$2,100 outside support services, substitutes	Experimentation with coordinated, multi-disciplinary, project-based learning projects that reflects identified pathway theme	<ul style="list-style-type: none"> • Integration of academic and technical skill development • Teachers comfort level and skill increases for PBL with fewer supports

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>OMI has done some previous work to begin CTE career pathways in our high school program. We already offer some CTE sequenced courses in Engineering & Design, Information Support Services, Performing Arts, Digital and Visual Arts, and Patient Care. These courses were selected to match identified labor market demands for our region, but were not designed to integrate the Linked Learning pillars or small learning communities. The military also offers 1 course per year to each grade level to support involvement in the California Cadet Corp. The military classes are not yet connected to any career pathway, but are being reorganized to allow for students to be scheduled as cohorts. The current OMI schedule does not allow for pathway teachers to collaborate as a team.</p> <p>Considering the above context during the Measure N planning year, we intend to experiment with a block schedule that will allow more time for project-based learning and offer additional CTE electives, evaluate the potential for using our military science classes (Leaders of Character) as the basis for the our small learning community and public service CTE content, and begin to develop a CTE Advisory Council to guide our decisions during the planning year and beyond.</p>		
Budget	2019-20 Planned Activity	Anticipated Outcome
No cost to Measure N	Evaluate the idea to redesign Leaders of Character courses to include: Public Service WBL continuum, students move as a cohort	<ul style="list-style-type: none"> • Comprehensive Leaders of Character courses that support Public Service pathway, WBL and multidisciplinary PBL and integrates College and Career Readiness Portfolio • Student and student sense of belonging • Clarity on how military and civilian staff work together
No cost to Measure N	Experiment with block schedule to provide more time in student schedules for career pathway course	<ul style="list-style-type: none"> • Student investment in career pathway course and continued participation in the core academic program • Increase advanced placement, dual and concurrent enrollment
Object Code:	Begin formal development of Advisory Council to guide	<ul style="list-style-type: none"> • Career pathway courses are vetted

4000 \$1,000 Food and communication materials at meetings	decisions in the planning year	through industry and post-secondary partners <ul style="list-style-type: none"> Alignment with current regional workforce needs
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>The CTE teachers are currently working to identify and map work-based learning experiences that will provide a continuum of opportunities for students in those classes. These opportunities have yet to be integrated into course outlines or linked to industry partners. Currently, the only work-based learning internships available are offered to students in Sports Medicine who support their teacher at school games and Mouse Squad students who support Help Desk technology tasks during the period they are working toward an IT Fundamentals certificate. At this point, we do not have have a timetable or system for comprehensively supporting the work-based learning opportunities that are being brainstormed by CTE teachers.</p> <p>During the planning year, we will explore ways to work with industry and postsecondary college partners, determine the feasibility of these work-based learning experiences, and pilot some of those opportunities.</p>		
Budget	2019-20 Planned Activity	Anticipated Outcome
Object Code: 1000 or 5000 \$10,000	Extra hourly wages or additional CTE support staff to meet strategic goals in this application. Including: <ul style="list-style-type: none"> pathway is vertically articulated to CTE Framework and Standards pathway has WBL plan pathway connection to community colleges 	<ul style="list-style-type: none"> Achievement of the goals set in this application Development of strategic goals for 2020-2021 Teachers are supported in making curricular changes and in meeting improvement plans
Included in cost above	Work-based learning system of support is designed and piloted. Including experimentation with internship preparation, placement, monitoring, celebration and evaluation	<ul style="list-style-type: none"> Pilot of 1-5 off site internships are offered per pathway
Object Code: 5000 \$1,000 Food, travel expenses, fees	College and career pathway related school visits and field trips for teachers and students related to pathway development connections to colleges and industry	<ul style="list-style-type: none"> Teachers and students understand college AND career options for immediate and longer-term career journey

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

At OMI, we have a new full Restorative Justice team of professionals that regularly work with teachers and students. These personalized social and emotional support services have yet to be sustained and used with efficacy inside the classrooms with teachers leading practices. Teachers will receive increased support during our Measure N planning year through on-site regular professional development.

OMI students do not currently have a formal 4-10 year career and college plan that is regularly accessed through their course work. Our goal is to design a more systematic approach to personalizing college and career planning for each student. During the planning year, we want to design a Work and College Ready Portfolio that students begin in 8th grade and present to industry professionals during their senior year. (see activity in section 2). We also realize we need to provide better informational materials to parents and students as they identify courses aligned with career goals.

Budget	2019-20 Planned Activity	Anticipated Outcome
No cost to Measure N	Restorative Justice/Circle, Culturally Responsive and Trauma-Informed Teaching training and coaching is provided in increased depth throughout the school year to the pathway team in monthly professional development	Students are known for their strengths and adults interacted with students from a growth mindset
Object Code: 4000 \$1,000 Printing costs	Development of a regular College and Career newsletter to inform community about pathway planning updates. Toward the end of planning year, when ready create materials for students and parents that highlights pathway options for 2020-2021	Parents and community are connected and invested in program success and attend celebrations.

Summary Budget:

Object Code 1000	\$25,000.00
Object Code 4000	\$4,500.00
Object Code 5000	\$25,100.00
total	\$54,600.00