



School	Oakland Military Institute	Contact *	Johnna Grell
School Address	3877 Lusk Street Oakland, CA 94608	Contact Email	jgrell@omiacademy.org
Principal	Cesley Frost	Principal Email	cfrost@omiacademy.org
School Phone	510.594.3900	Recommended Grant Amount**	\$82,912
Actual 2017-18 Enrollment (6-8) (20 day count)	229	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	184

*Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.

Summary of Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Not applicable (Site did not submit an application for 2017-18)	
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Purchase visual arts materials to help supplement the supplies we already have for HS program	\$3,575
2	Purchase drama materials	\$3,575
3	1 FTE Middle School Intro to Arts	\$25,000
4	1 FTE Middle School Music – choir	\$25,000

5	1 FTE Middle School Mindfulness	\$25,000
6	Mindfulness Equipment	\$762
Budget Total (must add up to Anticipated Grant Amount)		\$82,912

School Demographics

Male	Female	% L C F F	% SP ED RS P	% SPED Mild-Moderate	% Engli sh Learn ers	% Oaklan d Reside nts
57.96%	42.03%		12.64%	10.44%	20.05%	71.15%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
10.09%	0.14%	17.58%	57.42%	N/A	0.41%	3.85%	1.37%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Johnna Grell	Superintendent
Cesely Frost	Middle School Principal
Katherine DeVinna	High School Principal
Chris Lee	High School Art Teacher
Doug Jones	Music Teacher
Linda Williams	Counselor
Rajashanea Everett	Student Information Systems
Myles	Restorative Justice Coordinator

School Vision (insert here):

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.

PHILOSOPHY STATEMENT

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.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	ENTRY	ENTRY	Access and Equitable Opportunity	N/A	ENTRY
Instructional Program	ENTRY	ENTRY	Instructional Program	N/A	ENTRY
Staffing	ENTRY	ENTRY	Staffing	N/A	ENTRY
Facilities	BASIC	BASIC	Facilities	N/A	ENTRY
Equipment and Materials	BASIC	BASIC	Equipment and Materials	N/A	ENTRY
Teacher Professional Learning	BASIC	BASIC	Teacher Professional Learning	N/A	N/A
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			

Content and Course Offerings	N/A	N/A	
Communication	N/A	N/A	
Real world learning and Global competence	N/A	N/A	

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	N/A	N/A	Suspension	5.1%	6.33%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	3.70%	5.80%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
SSC Meeting	14 March 2018

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting	
Measure G1 Team Meeting	15 March 2018

Budget Justification and Narrative

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

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric

Oakland Military Institute has a successful music program. That encompass all aspects of a music program. Our middle school band has had the opportunity to learn about the instruments and how to play them. Our program teaches students the fundamentals of notes, scales, and songs. Our students play a variety of woodwind and brass instruments ranging from flutes, clarinets, saxophones, trumpets, trombones, baritones, and tuba. Our middle schoolers also have the opportunity to be a part of an incredible and talented drumline. Our drumline consists of snares, bass, and tenors. A number of students have taken upon themselves to extend their learning and after school. In our after-school program, students learn and play Jazz and Contemporary music. As we been consistent and successful with our students, but we have noticed there is a need for improvement. A specific number of our students have desired to sing and become a better vocalist. Singing improves the skill of a musician and also allows them to internally hear the notes they are playing with their instrument. It's our vision and goal to extend our music program to the middle schoolers in pursuit to have a successful middle school chorus.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
	1 FTE for MS choir teacher	<ul style="list-style-type: none"> ● Current music teacher is at full capacity ● Students will be able to gain experience with an instrument that we currently do not offer instruction on ● Students will become more versatile artist and be exposed to a deeper appreciation of music

2. Art Program

Programmatic Narrative Based on Rubric		
<p>OMI does not current operate a middle school arts program. On a trial basis, this year the school started to offer an enrichment wheel in the sixth grade level. Current teachers have taken on an additional enrichment classes such as art, ELA, and math. Some of these enrichment classes are taught by teachers in their content areas, but that is not always the case.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
	Set up art classroom	<ul style="list-style-type: none"> • Provide students with an environment that is a safe and welcoming learning space
	Purchase visual arts materials to help supplement the supplies we already have for HS program	<ul style="list-style-type: none"> • Students will gain a deeper understanding of the elements and principles of design that will help prepare them for HS art classes • Students will be exposed to elements of art history and making through the use of a variety of materials in lessons and projects • Students will have access to another safe form of emotional release • Provide students with multiple chances to see what electives/interests they would like to take up in HS
	Purchase drama materials <ul style="list-style-type: none"> • Scripts • Costumes • Prop Items • Basic Make Up 	<ul style="list-style-type: none"> • Students will be introduced to a new form of expression while gaining a new way to interact with literature • Students will be exposed to a wider world view and different cultures by working with a rich variety of source materials
	1 FTE for Intro to Arts teacher	<ul style="list-style-type: none"> •

3. World Language Program

Programmatic Narrative Based on Rubric
<p>We are not applying for World Language Program funding. We do not currently offer a World Language Program at the Middle School level. The goal is to start offering these classes in one to two years. We are faced with staffing and space limitations at the moment, but those will be addressed with the expansion of our campus.</p>

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
We are not applying for 5 th to 6 th Grade enrollment retention funding.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Our school is currently piloting a Restorative Justice and Mindfulness program. As part of the pilot, students engage in mindfulness activities provided by Move This World. We have found some success with the roll out of our Restorative Justice program, but acknowledge that this is a transitional year with some speed bumps. We have received positive feedback from our Middle School students, and would like to implement a more targeted practice for them in the 2018-2019 school year.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
	1 FTE for Mindfulness teacher	<ul style="list-style-type: none"> • Students in the 6th and 7th grade will be required to take one semester of Mindfulness. • Learn breathing exercises • Practice yoga • Exposure to anger/anxiety methods, which will result in calmer journeys through the school day • Provide students with consistent practice to build healthy habits

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Agenda Measure G1 Meeting 12 March 2018

1. Discuss MS expansion
2. Examine MS elective offerings for 2018-2019
 - a. Music
 - b. Art
 - c. Computer Science
 - d. Mindfulness (?)
3. What will we need to offer these classes?
4. Rough budget break down

Minutes Measure G1 Meeting 12 March 2018

In attendance:

- Johnna Grell
- Cesley Frost
- Rajashanea Everett
- Chris Lee
- Doug Jones

Meeting called to order

- MS is expanding next year with addition of new portables
- MS will be completely separate from HS
 - Own entrance
 - Own schedule
- With increased space, and a more flexible schedule, we are looking to introduce more electives to MS students
- What classes do we want to offer?
 - Already have MS band
 - Strong band and drumline program
 - There is a desire for choir/vocal classes
 - Choir/chorus classes and teacher would benefit from MG1 funds
 - 6th grade has arts enrichment as part of their enrichment wheel, MS students expressed a desire for art classes
 - School used to have a performing arts/theatre class
 - Maybe we can offer an intro to arts class to provide students exposure to both performing and visual arts
 - Sets them up for more focused study in HS level
 - Intro to Arts class would benefit from MG1 funds
 - Computer science is currently offered to 7th and 8th graders
 - Are we offering CTE classes in CS space next year
 - Program is running, will not be applying for MG1 funds for CS program
 - Mindfulness is rolled out across the campus, but with varying degrees of success in implementation
 - MS students showing most benefit
 - Great feedback from RJ team with breathing and yoga
 - Can we take this a make it a more structured practice
 - Will help as kids grow and progress to other grade levels
 - Agree to introduce mindfulness class to MS
- Budget break down: Majority of funds will help to hire additional staff members, funds will be allocated for supplies to start each class
- Ask for any additional questions or concerns
 - None presented at the time

Oakland Military Institute

School Site Council

3.14.18

Agenda

1. Public Comment – Limited 3 minutes per speaker
2. Minutes from last meeting (Gilbert Gong)
3. Recent Events
4. Measure GI
5. Reorganization (resources and staff)
6. Facilities and Calendar Update
7. New Business
8. Discussion Items for next meeting

MARCH 14, 2018

SCHOOL SMC COUNCIL

Name	Cadet Name	Company/Grade	Phone	E-mail	Notes
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