

COVER LETTER

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

Reason for Material Revision

The reason for this material revision is to clarify practices regarding the Oakland Military Institute summer camp program, for the Charter School to specifically state it does not require a parent orientation, and to allow the Charter School to change the title of the school leader, and to reflect. Changes are made in Elements 1, 4, 8, and 10. A reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed is also included.

Certification

By signing below, I certify as follows:

1. That I am authorized to submit this charter material revision, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b); and
4. That I deem the charter petition to be complete.

Name: Dr. Michael Dodson, Lead Petitioner

Signature: *Michael O. Dodson*

Date: *4/12/2021*

School Name: Oakland Military Institute



College Preparatory Academy

A CALIFORNIA CHARTER SCHOOL

Charter Material Revision Submitted to
Oakland Unified School District Board of Education

April 14, 2021

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

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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.

Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Oakland Military Institute (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. 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. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall 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. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person’s race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall 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, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (I).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
 - a. The California Code of Regulations
 - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
 - d. Displaying all required postings at school site and online
 - e. Following the minimum and maximum age requirements for enrollment
 - f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

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.

Table of New Laws

Pursuant to Education Code Section 47606(b), material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

For purposes of this material revision, OCS has agreed to accept the description of new requirements in the table below.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2022	SB 328 Education Code Section 46148 requires schooldays to start no earlier than 8:30 a.m. for high schools and no earlier than 8:00 a.m. for middle schools.	The Charter School affirms that it shall comply with these laws.
July 1, 2021	SB 390 Expands requirement to include security guards at charter schools to complete training course regardless of numbers of hours worked per week.	The Charter School affirms that it shall comply with these laws.
January 1, 2021	AB 1 Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.	The Charter School affirms that it shall comply with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
October 1, 2020	SB 316 Education Code Section 215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline on either side of the identification card.	The Charter School affirms that it shall comply with these laws.
July 1, 2020	AB 34 Education Code Section 234.6, <i>et al.</i> , requires each LEA to post on website policies and procedures on suicide prevention for grades K-12, definition of discrimination and harassment based on sex, Title IX information, sexual harassment policy, hate violence prevention (if exists), anti-discrimination, harassment, bullying policies, anti-cyberbullying policies, section on social media bullying, and link to statewide resources.	The Charter School will post all required policies and procedures on the school website.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2020	<p>AB 1172 Requires LEAs contracting with non-public schools (NPS) to (1) conduct onsite visit to the NPS before placement if the LEA does not have any students enrolled at the NPS at the time of the placement, and (2) a minimum of one onsite monitoring visit during each school year when the LEA has a pupil attending and must report findings to the CDE within 60 calendar days of the visit. An LEA contracting with an NPS shall ensure behavioral training at NPS occurs and certify same to the CDE.</p>	<p>If the Charter School contracts with NPS, it shall comply with all applicable requirements.</p>
July 1, 2020	<p>AB 1767 Education Code Section 215 requires governing body of an LEA that serve students in K-6, inclusive, before the beginning of the 2020-21 school year, to adopt at a regular board meeting, and update, a policy on suicide prevention, intervention, and postvention that specifically addresses the needs of high-risk groups, and ensure it is age-appropriate and developed in consultation with appropriate professionals and stakeholders.</p>	<p>The Charter School will adopt an age-appropriate policy in accordance with all applicable requirements.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2020	SB 419 Education Code Sections 48900 and 48901.1 prohibit willful defiance as a suspendable offense for students in grades kindergarten through 5 in charter schools (indefinitely) and for grades 6 through 8 in charter schools (through 7/1/2025).	The Charter School's suspension and expulsion policy reflects this updated requirement.
January 1, 2020	AB 1595 Requires charter schools offering interscholastic athletic programs to acquire at least one automated external defibrillator. Adds requirements to school safety plan.	The Charter School affirms that it shall comply with these laws.
January 1, 2020	AB 1354 Education Code Section 48647 requires the county office of education, which includes charter schools that serve juvenile school pupils, to provide timely and required transition activities and transfer of records for students who enter the juvenile court school.	Not applicable.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	AB 1319 Education Code Section 48204.7 requires LEAs, including charter schools, to allow pupils who are migratory children who no longer satisfy the residency requirement to continue their education by attending their school of origin or a school within the school district of origin for the duration of the pupil's status as a pupil who is a migratory child. If status changes during a school year: K-8 students stay in school of origin through that academic year; 9-12 stay through graduation. New school must immediately enroll regardless of outstanding fees, fines, etc., or if student doesn't have all enrollment records.	The Charter School affirms that it shall comply with these laws.
January 1, 2020	AB 947 Education Code Sections 56353 and 56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.	The Charter School shall comply through its policies and procedures.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	AB 982 Education Code Sections 47606.2 and 48913.5 require teacher to provide homework that would have been assigned to a student (grades 1 to 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student's overall calculation of student's grade; charter petition must include statement that suspension procedures will include above requirements.	The Charter School's suspension and expulsion policy reflects this updated requirement.
January 1, 2020	AB 711 Education Code Sections 47070 and 49062.5 require LEAs to update a former pupil's records to include updated legal name or gender if LEA receives a "government issued document" and to reissue any documents conferred on the pupil, if requested.	The Charter School affirms that it shall comply with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	<p>AB 605 Education Code Section 56040.3 requires LEAs to provide continued access to assistive technology to a student in the home or other settings pursuant to the student's IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first.</p>	<p>If the Charter School is ever its own LEA member in a SELPA for special education purposes, the Charter School affirms that it shall comply with these laws.</p>
January 1, 2020	<p>AB 543 Education Code Sections 231.5 and 231.6 require a copy of the sexual harassment policy to be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable; schools with students in grades 9-12 must create a poster that notifies students of the policy prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, in accordance with all applicable content requirements.</p>	<p>The Charter School affirms that it shall provide and post all required information.</p>
January 1, 2020	<p>AB 189 Penal Code Section 11165.7 adds qualified autism service providers, professionals, and paraprofessionals to the list of mandated reporters.</p>	<p>The Charter School affirms that it shall comply with these laws.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	<p>AB 1507 Education Code Section 47605.1 removes authority of a charter school to locate outside the jurisdiction or geographic boundaries of the authorizing school district if a site or facility is unavailable where the charter school chooses to locate or if the site is needed for temporary use during a construction or expansion project; allows a charter school that established one site outside the boundaries of the authorizing school district, but within the county, before 1/1/2020, to continue operating that site until submission of a renewal request, at which time the charter school must obtain written approval from the school district where the site is operating; authorizes relocation if located within area subject to a Presidential declaration of a major disaster or emergency; authorizes a charter school to establish one resource center, meeting space, or satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, and prohibits State Board of Education from waiving these restrictions.</p>	<p>The Charter School affirms that it shall comply with these laws.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
<p>January 1, 2020</p> <p>July 1, 2020</p>	<p>AB 1505 Two-year moratorium on establishment of any new nonclassroom-based charter schools.</p> <p>Various changes to governing law for charter petitions; additional reasons for an authorizer to deny a petition for new or existing (only if proposing to expand) charter school; requires same credentialing requirements as school district teachers, with a provision allowing all teachers employed by a charter school during the 2019-20 school year to obtain required certificates and authorizations by 7/1/2025; revised charter renewal requirements to account for new CA School Dashboard.</p>	<p>The Charter School affirms that it shall comply with these laws.</p>
<p>October 12, 2019</p>	<p>SB 265 Education Code Section 49557.5 requires certain LEAs, including charter schools, that provide meals through National School Lunch Program or School Breakfast Program to ensure that a student is not denied a reimbursable meal because the parent/guardian has unpaid meal fees and to ensure that the student is not shamed or treated differently.</p>	<p>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2019	SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.	The Charter School affirms that it shall comply with these laws.
July 1, 2019	SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.	The Charter School affirms that it shall comply with these laws.
July 1, 2019	SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.	The Charter School affirms that it shall comply with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	<p>AB 406 Education Code Section 47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.</p>	<p>The Charter School is operated by a California nonprofit public benefit corporation, as identified throughout the charter.</p>
January 1, 2019	<p>AB 1747 Education Code Sections 47605(b)(5)(F)(ii) and (iii) require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.</p>	<p>The Charter School shall develop a school safety plan, in compliance with all applicable requirements, and shall ensure that it is reviewed and updated by March 1 of every year.</p>
January 1, 2019	<p>AB 1871 Commencing with the 2019–20 school year, Education Code Section 47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.</p>	<p>The Charter School affirms that it shall comply with these laws.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2601 Commencing with the 2019–20 school year, Education Code Section 51931 requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education.	The Charter School affirms that it shall comply with these laws.
January 1, 2019	AB 1248 Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 1974 Education Code Section 49041 prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of a debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	<p>AB 2009</p> <p>A charter school that offers an interscholastic athletic program must (1) ensure that there is a written emergency action plan with procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program’s activities or events; (2) acquire, commencing July 1, 2019, at least one automatic emergency defibrillator (“AED”) for the to be available on campus, and to ensure proper maintenance and regular testing. Neither a charter school employee nor the charter school will be liable for civil damages pursuant to the bill’s provisions, except as provided.</p>	<p>The Charter School has included a written emergency action plan in its school safety plan and shall conduct any necessary training of Charter School staff.</p>
January 1, 2019	<p>AB 2015</p> <p>Commencing with the 2020-21 school year, Education Code Section 51225.8 requires charter schools to ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.</p>	<p>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2022 Education Code Section 49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.	The Charter School will notify students and their parents/guardians in compliance with these requirements and provide any necessary training of Charter School staff. Notice to students and parents are included in the parent and student handbook.
January 1, 2019	AB 2109 A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2121 Education Code Section 51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4 th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3 rd or 4 th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 2239 Education Code Section 51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses.	The Charter School will consider seeking A-G certification of any applicable courses.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	<p>AB 2289 Local educational agencies (“LEAs”), including charter schools, are prohibited from applying any rule concerning a pupil’s actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures (“UCP”). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils.</p>	<p>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>
January 1, 2019	<p>AB 2291 Education Code Sections 234.4 and 32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.</p>	<p>The Charter School will adopt all applicable procedures and make the CDE online training module available to all applicable employees.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	<p>AB 2315 Education Code Section 49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth technology in public schools, including charter schools, to provide mental health and behavioral health services to students on school campuses.</p>	<p>The Charter School will follow CDE guidelines and conduct any necessary training of Charter School staff.</p>
January 1, 2019	<p>AB 2622 This bill reduces the attendance level requirements for After School Education and Safety (“ASES”) programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal.</p>	<p>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2657 Education Code Sections 49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE’s website.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 2735 Education Code Section 60811.8 requires charter schools with one or more English Learners to assess the English language development of each pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 2878 Education Code Sections 52060 and 52066 requires “family engagement” to be included in a local control and accountability plan (“LCAP”).	The Charter School will ensure that its LCAP and annual updates to the LCAP include “family engagement.”

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 3022 Education Code Section 51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 3043 Education Code Section 49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	SB 1104 Education Code Section 49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources by January 1, 2020.	The Charter School affirms that it shall comply with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	SB 1109 Education Code Section 49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.	The Charter School will offer the factsheet to all student athletes and their parents and require receipt of signature before the student begins practice or competition; the Charter School will provide any necessary training of Charter School staff.
January 1, 2019	SB 1428 Education Code Section 49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

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

**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
7 th	2495	2502	2451	2458
8 th	2530	2536	2469	2480
11 th	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	7 th	36 th	17 th	1 st	14 th	38 th	13 th
2016	16 th	48 th	23 rd	12 th	18 th	12 th	25 th
2015	36 th	64 th	55 th		62 th	20 th	61 st

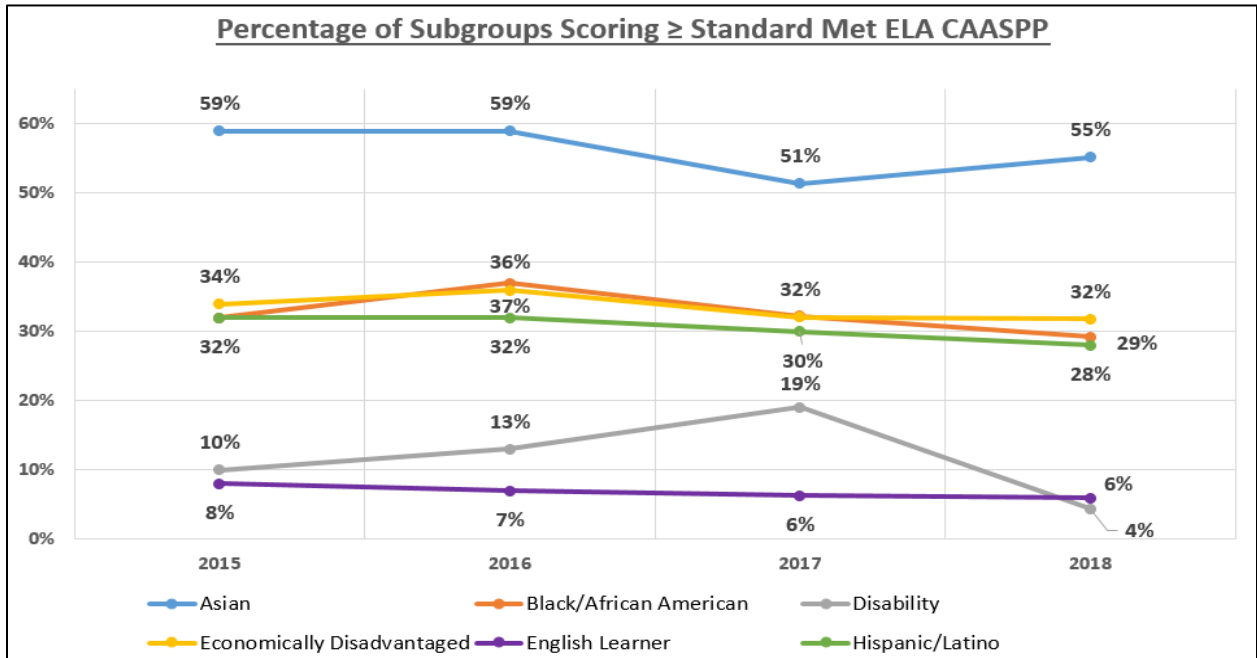
- OMI’s students with disabilities scored in the 38th percentile in 2017 on CAASPP (see table above).
- OMI has strong reclassification rates in 3 of the last 4 years. Specifically, 11% in 2017-18, 18% in 2016-17, and 25% in 2014-15.
- Students at OMI are participating in AP tests, SAT, and ACT at higher 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.

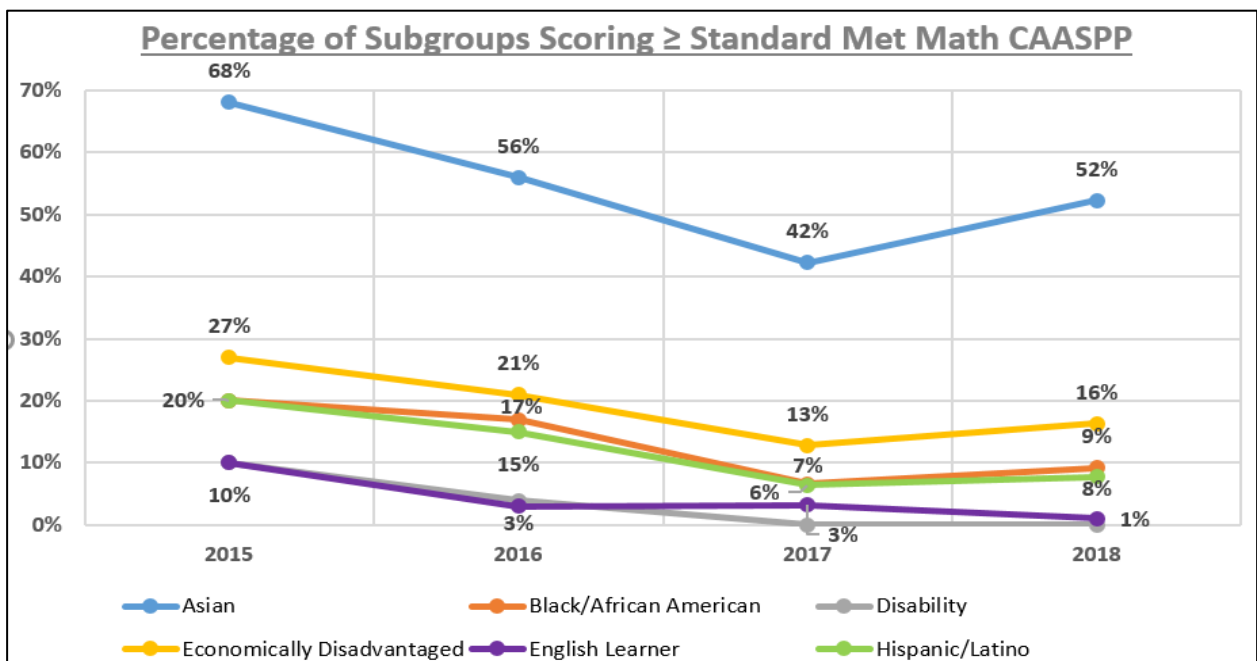
Over the last four years, there has been a lot of change at OMI. Three years ago, OMI experience drastic change in its leadership resulting in a disruption of continuity and services to OMI's community. OMI's current leadership has stabilized the staffing at OMI, expanded the support services for not 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 – Educational 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.” – Ed. Code § 47605(c)(5)(A)(i)

“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, 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.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

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 section 47604.33. In accordance with Education Code section 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(c)(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, including but not limited to 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.
- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other 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 local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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.

Mathematics Placement Policy

If Charter School serves ninth grade, 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.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	#	#	#	#	#
K	#	#	#	#	#
1	#	#	#	#	#
2	#	#	#	#	#
3	#	#	#	#	#
4	#	#	#	#	#
5	#	#	#	#	#
6	75	75	75	#	#
7	78	78	78	#	#
8	85	85	85	#	#
9	117	117	117	#	#
10	106	106	106	#	#
11	76	76	76	#	#
12	73	73	73	#	#
Other	#	#	#	#	#
Total	610	610	610	#	#

Maximum enrollment of school during the upcoming charter term: 610 students]

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

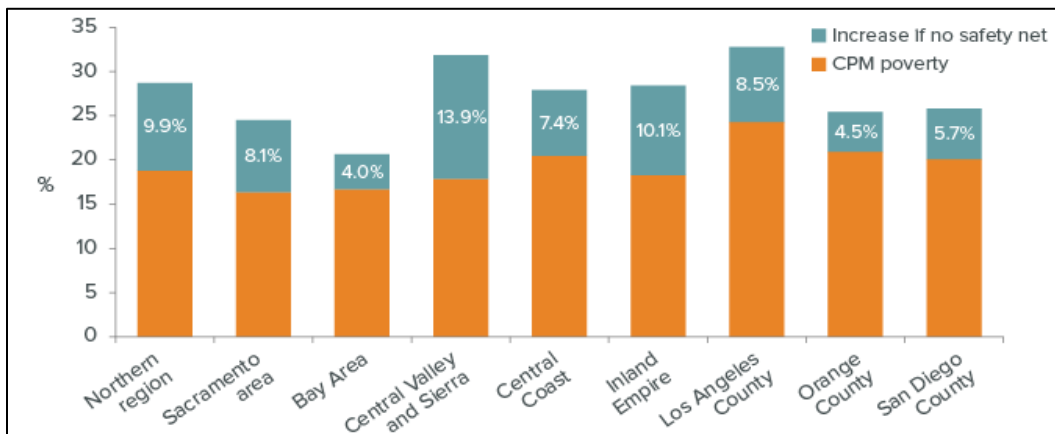
Target Population and Community Need

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%

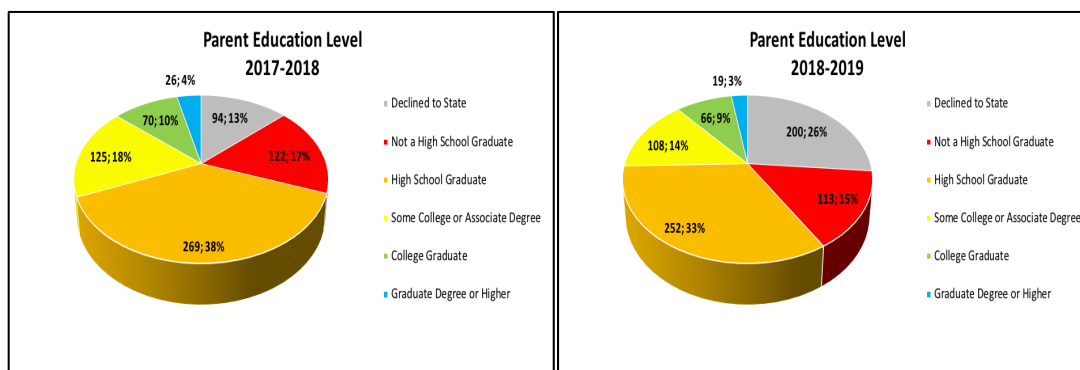
Table 7

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 aware 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

	9 th Grade PSAT			10 th 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Mathematical Problem Solving • Mathematical Argumentation and Reflection
History	<ul style="list-style-type: none"> • Analyzing Historical Outcomes • Analyzing Historical Perspectives • Comparing Government and Economic Systems • Presenting Oratorical Speeches
Science	<ul style="list-style-type: none"> • Leading Scientific Investigation • Presenting Scientific Principles • Analyzing and Interpreting Data • Developing and Using Models • Applying Cross-Cutting Concepts
Foreign Language	<ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Engaging in Cultures
Health and Wellness	<ul style="list-style-type: none"> • Applying Knowledge of Health Concepts

	<ul style="list-style-type: none"> Analyzing Health Promotion and Risk Reduction
Leadership Development	
Leaders of Character Military Courses.	<ul style="list-style-type: none"> 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.

OMI’s school year begins with a summer camp in which enrollees learn the Charter School’s culture, behavior codes, terminology, routines and requirements. All new students are required to attend and successfully complete this training in order to become “cadets” at OMI. Students are supported in completing the requirements of summer orientation period through pledge test reviews and support from their TAC (military officers) within their assigned companies. Students failing to complete the summer camp may be called before the OMI Review Board for dismissal from OMI pursuant to the dismissal procedures described in Element 10 of this charter.

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

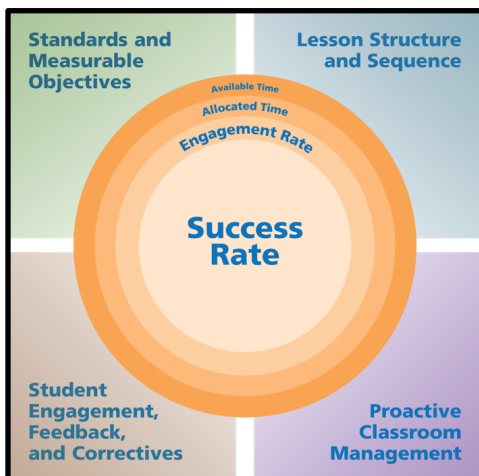
Recommended Duties of an OMI Parent

- 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.

OMI 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 these beliefs. 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 correlation 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 are 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 21 st Century – McDougal Littel	Pearson Algebra 2 Common Core	
Pearson Common Core Literature The American Experience 11th	American History		
English	History	Math	Science

	<i>Pearson - By the People: A History of the United States - AP</i>		
	<i>Pearson Literature: An Literature to Reading and Writing 12th</i>		
	California State University Expository Reading and Writing 12 th		
	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 an 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 76.

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	<ul style="list-style-type: none"> ● Seat change ● Individual conversation ● Communication with parent(s) ● Alternate assignments ● Quiet time ● Study/notes partner 	<ul style="list-style-type: none"> ● Teachers ● Instructional assistants
<p>If a student does not respond to RTI 1 interventions or has a crisis the classroom, teachers and staff are to do the following:</p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Individual conversations ● Communication with parent(s) ● Community service ● Restorative Justice activity participation ● Group counseling ● Short-term individual counseling 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assigned to a mentor / coach ● Individual counseling / family counseling ● CST ● Special education referral ● Connected to outside agency support 	<ul style="list-style-type: none"> ● 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

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(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.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s 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 paragraph (4) of subdivision (c) 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 LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Elementary Schools
1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.

MPO	Target (%)
2. Each year, at least _____ percent of families positively rate school safety.	70%
3. Each year, at least _____ percent of families positively rate academic instruction.	70%
4. Each year, at least _____ percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	70%
5. Each year, at least sixty percent of the students in the California Cadet Corp promote one rank.	75%
6. Each year, at least 90 percent of students receive a merit award for citizenship.	95%

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least _____ percent of students positively rate school safety.	70%
3. Each year, at least _____ percent of students positively rate academic instruction.	70%
4. Each year, at least _____ percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	70%
5. Each year, at least 70 percent of the senior class graduate and enroll in a two or four year institution of high learning.	85%
6. Each year at least 90 percent of the senior class graduate from Oakland Military Institute.	95%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- 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.

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 statute 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
	<i>ELA/Reading Assessment:</i>		
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%	
10	Economically Disadvantaged	7%	
	Each year, at least [Amount] % of both students and families positively rate school safety.	70%	

	<i>Student Survey Question:</i> <i>Family Survey Question:</i>	
11	Each year, at least [Amount]% of both students and families positively rate academic instruction.	Score of 3.75 or above on SCAII survey
	<i>Student Survey Question: Rating of Instructional methods, learning and culture in classes on multiple questions</i> <i>Family Survey Question: Rating of Instructional methods, learning and culture in classes on multiple questions</i>	
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
	<i>Student Survey Question: Rating on student voice being respected in school on multiple questions</i> <i>Family Survey Question: Rating on family voice being respected in school on multiple questions</i>	
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.

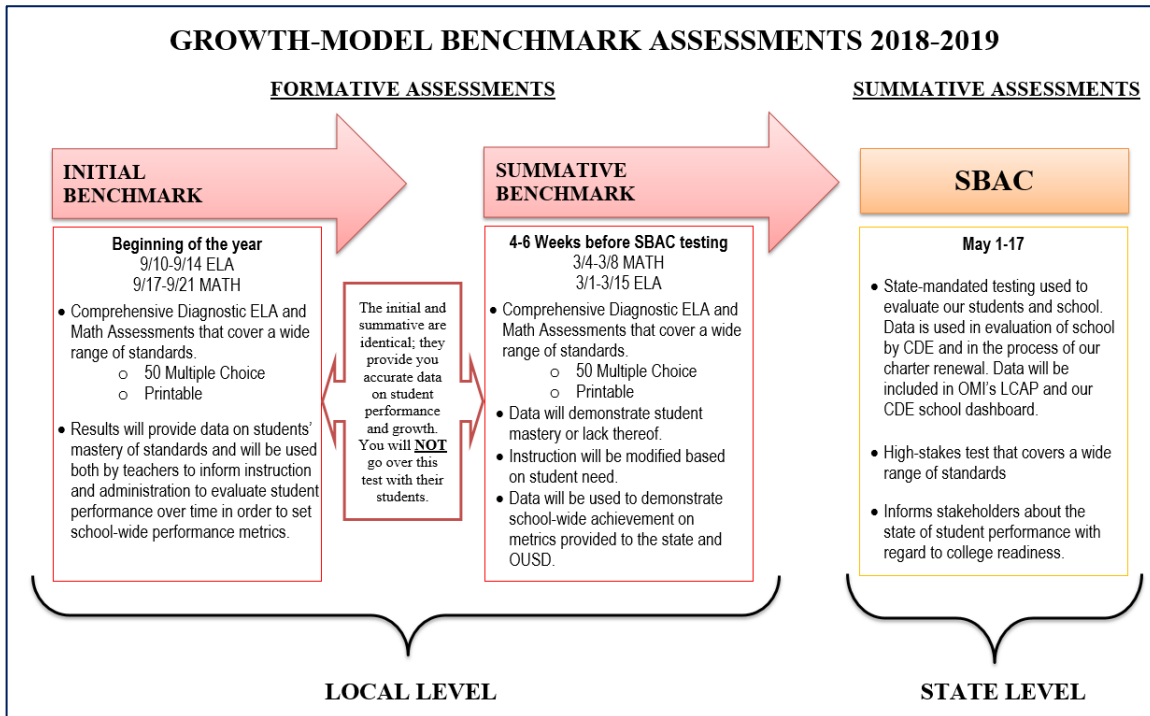
OMI Assessment Matrix, Table 23, demonstrates the types of assessments, grade level and frequency.

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 than 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)

“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.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

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 comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a 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 amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter 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.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

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

Required Notifications to the District

Charter School shall notify 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School 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 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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.

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 Financial 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 title of "Superintendent" may change from time to time by action of the OMI Board. In the event this occurs, the change will be made in name alone. No changes shall be made to the duties, job description, or employee qualifications. Changing the title in this matter shall not constitute a material revision of the charter.

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

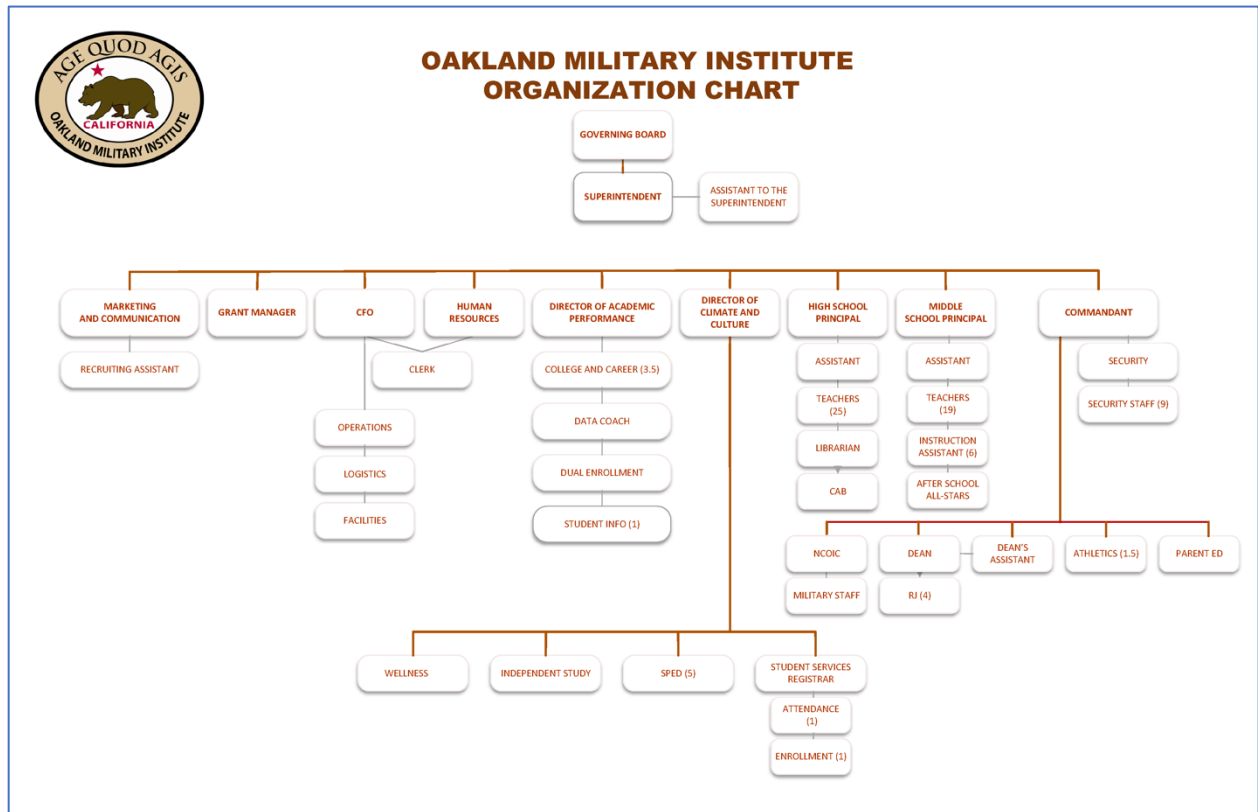
The Principals supervise the campus teachers. The Principals act as the instructional leaders for both middle and high school grades and are responsible for helping students achieve outcomes.

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.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher 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.

Reporting Educator Misconduct to the 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 reporting 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 submission of fingerprints to the Department of Justice and 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)

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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.

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, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

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 also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

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 Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 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.

Tuberculosis Screening

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.

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 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(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 Enrollaok.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.

Admission to OMI shall be opened to all students who wish to attend the Charter School.

Enrollment shall be consistent with federal law, the California Constitution and Education Code.

- (a) Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless students or students who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
- (b) OMI enrollment information will be published in multiple languages to meet the needs of our non-English speaking population.
- (c) Information to be included on the OMI website detailing resources and provisions available for students with disabilities including students with IEP's.
- (d) Provide opportunities for English Learners and Special Education students to meaningfully participate in curricular, co-curricular and extracurricular programs and activities.
- (e) Wording on the OMI website will be added to include resources available for English Learners as well as for Special Education students

Element 8 (Admissions Policies and Procedures)

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, 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.

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, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

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 youths. 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 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.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their 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.

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.

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

Element 9 (Independent Financial Audits)

“The manner in which annual, independent financial audits 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.” – Ed. Code § 47605(c)(5)(I)

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 inquiries 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 (Procedures by which Pupils Can Be Suspended or Expelled)

“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 is 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 the pupil’s 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 schooldays 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 the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder 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).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

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, Charter School shall 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 the pupil’s side of the story.

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

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

(II) 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) No pupil shall be involuntarily removed by 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 schooldays 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 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).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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.

In addition, as a school operating in partnership with the California National Guard, OMI may dismiss students for failure to maintain the minimum standards of conduct required by the Military Department under Education Code Section 47606(e)(5). These standards are included in Appendix A of this material revision. OMI is responsible for providing the current Military standards of conduct to the Office of Charter Schools within 30 school days of any amendment by the California Military Department.

Consistent with Education Code Section 47605(c)(5)(J)(iii), students dismissed for failure to maintain the minimum standards of conduct required by the Military Department shall be accorded the same Due Process rights as are accorded to a student subject to expulsion per the terms below. However, the dismissal process for any student dismissed solely for failure to maintain the minimum standards of conduct required by the Military Department shall not be considered an “expulsion” as that term is defined in Education Code Section 48925 or for any other purposes under the law. Students who have been dismissed from OMI for failure to maintain the minimum standards of conduct required by the Military Department shall be immediately disenrolled, following the required hearing and Expulsion Procedure provisions under Element 10 of this charter.

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 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.”
- 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 (Employee 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.” – Ed. Code § 47605(c)(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 (Pupil Attendance Alternatives)

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

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 District.

No student may be required to attend OMI.

Element 13 (Employee Rights of Return)

“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.” – Ed. Code § 47605(c)(5)(M)

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 and explicitly 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, if any, 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 chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such 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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. 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 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.

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.

Complaints by Students and 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.

Disputes between the District and the Charter School

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, except any controversy or claim that in any way related to revocation of the 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(f), 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Oakland Military Institute, c/o School Director:
Oakland Military Institute
3877 Lusk Street Oakland CA,94608

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
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, mail, or electronic 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 calendar 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 determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

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” 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 Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) 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 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 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 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 ACOE 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 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 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 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 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to 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 OCS 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 submitted to OCS 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 OCS for the delivery 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 OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other 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 "closeout 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, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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 budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. 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 the 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 closure 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:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, 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.

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)

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide 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. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to 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. This requirement shall also apply, upon request by the District, 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 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, 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 including but not limited to attorneys’ fees 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. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of 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 supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School’s obligations under the contract, including payment for services.

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

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter 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 shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power 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.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan

- First interim financial report
- Second interim financial report
- Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

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: 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:				X		Excellent
						Unsatisfactory

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 earning 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	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.

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

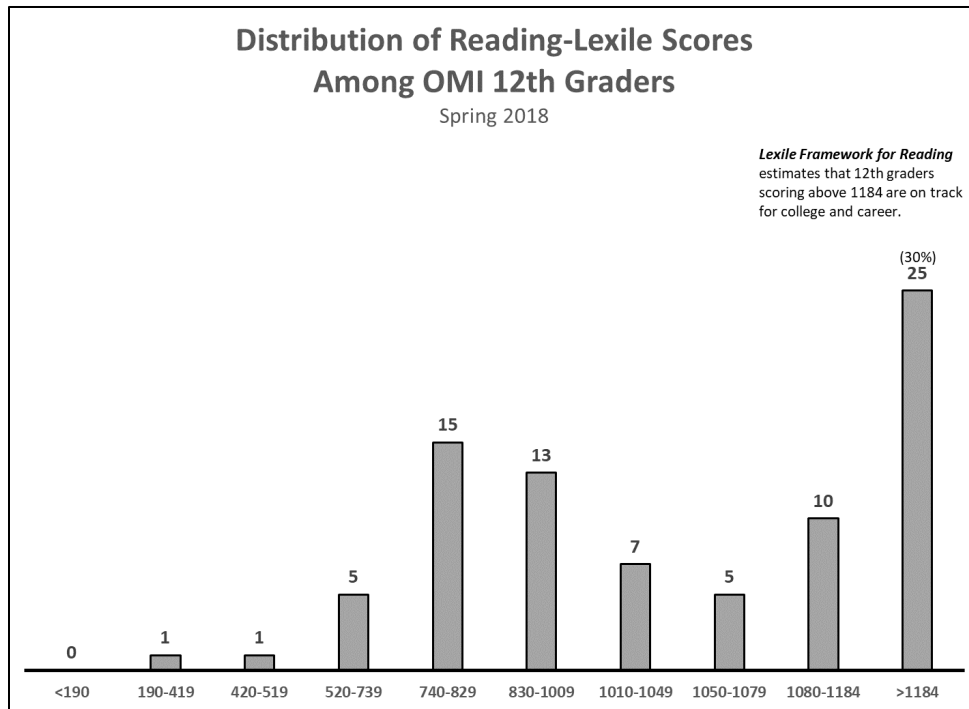
Reviewing our top performers in Lexile attainment, Table 7 shows those seniors who graduated with a 1300+ Lexile score as measured by their summative Lexile level set exam in Achieve3000.

Table 30

Percentage of 12 th 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

<p>What the Benchmarks Mean</p> <p>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.</p>	<p>SAT</p> <p>2017-2018 ACADEMIC YEAR</p>		<p>2016-2017</p>	<p>2017-2018</p>			
	<p>AVERAGE ELA SCORE</p>		<p>460</p>	<p>479</p>			
	<p>AVERAGE MATH SCORE</p>		<p>463</p>	<p>475</p>			
	<p>AVERAGE OVERALL SCORE</p>		<p>923</p>	<p>954</p>			
<p>SAT College and Career Readiness Benchmarks</p>							
<p>Evidence-Based Reading and Writing</p>	<p>Math</p>						
<p>480</p>	<p>530</p>						
<p>CLASS COMPARISON</p>	<p>2016-2017</p>			<p>2017-2018</p>			
	<p>COUNT OF BENCHMARK STUDENTS</p>	<p>TOTAL SCORES</p>	<p>PERCENTAGE</p>	<p>COUNT OF BENCHMARK STUDENTS</p>	<p>TOTAL SCORES</p>	<p>PERCENTAGE</p>	
	<p>ELA ≥ 480</p>	<p>23</p>	<p>65</p>	<p>35%</p>	<p>35</p>	<p>73</p>	<p>48%</p>
	<p>MATH ≥ 530</p>	<p>14</p>	<p>65</p>	<p>22%</p>	<p>18</p>	<p>73</p>	<p>25%</p>
	<p>OVERALL ≥ 1010</p>	<p>15</p>	<p>65</p>	<p>23%</p>	<p>28</p>	<p>73</p>	<p>38%</p>

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	Percentage Meeting Goal
SCHOOLWIDE:	18	73	25%
Asian:	11	20	55%
Hispanic or Latino:	7	35	20%
Black or African American:	0	16	0%
English Learners:	1	8	12%
Economically Disadvantaged:	18	71	25%
Students with Disabilities:	0	5	0%

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	
<p>How do you know?</p> <ul style="list-style-type: none"> • OMI surveys • Graduation rate • College acceptance rate <p>Which are the strongest features of teaching and learning, and why?</p> <ul style="list-style-type: none"> • Direct Interactive Instruction Model <ul style="list-style-type: none"> ○ Gradual release, “I do, you do, we do” ○ Objectives posted in all classrooms • Use of common strategies <ul style="list-style-type: none"> ○ SLANT ○ Classroom mode ○ Entry protocols ○ Class leaders • Adoption of technology for use in every classroom • Coaching model • Professional Learning Communities • Collaboration time for teachers <p>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.</p> <p>What aspects of teaching and learning most need improvement, and what action is being taken?</p>							

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 Enrollaok.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
 - 6th – 8th
 - High School
 - 9th – 12th
 - 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:

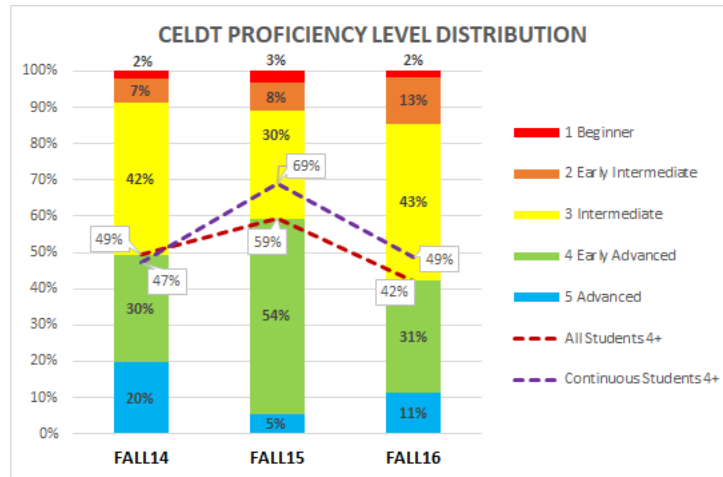
- Students register and take the Home Language Survey in which they report if there is a language other than English spoken in the home.
- Based on their responses a revision of all new students in CALPADS occurs where OMI identifies which students are ELs, and those with no history in CALPADS are flagged 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 an 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	<u>Number</u> Enrolled	<u>Percent</u> 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 all available data for each year.**

For MPO’s for 14–15 and 15-16, please see LCAP MPO section

ELA CAASPP ANNUAL UPDATE						
<p>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:</p> <p>a. at least [amount 1] percent or</p> <p>b. achieve a level of [amount 2] percent</p>						
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:
- at least [amount 1] percent or
 - 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 DISABILITIES % CHANGE FROM PRIOR YEAR	1. 5%	7%	-15%			
STUDENTS WITH DISABILITIES % SCORING ≥ 3 MET STANDARD	2. 30%	19%	4%			

MATH CAASPP ANNUAL UPDATE						
<p>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:</p> <p>a. at least [amount 1] percent or</p> <p>b. achieve a level of [amount 2] percent</p>						
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%			
<p>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:</p> <p>a. at least [amount 1] percent or</p> <p>b. achieve a level of [amount 2] percent.</p>						

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 \geq 3 MET STANDARD	2. 66%	42%	52%			
ENGLISH LEARNER % CHANGE FROM PRIOR YEAR	1. 10%	0%	-2%			
ENGLISH LEARNER % SCORING \geq 3 MET STANDARD	2. 13%	3%	1%			
HISPANIC/LATINO % CHANGE FROM PRIOR YEAR	1. 10%	-9%	2%			
HISPANIC/LATINO % SCORING \geq 3 MET STANDARD	2. 25%	6%	8%			
BLACK/AFRICAN AMERICAN % CHANGE FROM PRIOR YEAR	1. 10%	-10%	3%			
BLACK/AFRICAN AMERICAN % SCORING \geq 3 MET STANDARD	2. 27%	7%	10%			
ECONOMICALLY DISADVANTAGED % CHANGE FROM PRIOR YEAR	1. 5%	-7%	3%			
ECONOMICALLY DISADVANTAGED % SCORING \geq 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%			
<p>1. Achieve 3000 began in 12/2015; data reflects ½ year usage.</p> <p>2. This data does not match what was submitted for 16-17. This data only reflects growth between Level Set assessment scores.</p>						

ELD ANNUAL UPDATE	
<p>7. Each year, [amount 1] percent of ELs will improve one overall proficiency level on CELDT/ELPAC.</p>	

GROUP	Goal	ACADEMIC YEARS				
		16-17	17-18 ¹	18-19	19-20	
% OF ELs IMPROVING \geq 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 \geq 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 \geq 10% ABSENCES	1. 0%	1.7%	0%			
ENGLISH LEARNER % OF STUDENTS WITH \geq 10% ABSENCES	1. 0%	6.1%	4.2%			
HISPANIC/LATIN 0 % OF STUDENTS WITH \geq 10% ABSENCES	1. 5%	7%	6.9%			

BLACK/AFRICAN AMERICAN % OF STUDENTS WITH ≥ 10% ABSENCES	1. 5%	2.9%	2.2%			
ECONOMIC DISADVANTAGE D % 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 DataOfficer.

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	Administrati on Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

<p>instructional materials, and school facilities are maintained in good repair.</p>		<p>and at-home access to standards-aligned instructional materials. 100% of the school's facility components will be maintained in good repair.</p>				
<p>OMI will implement Common Core State Standards for all students, including English language learners.</p>	<p>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</p>	<p>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</p>	<p>*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.</p>		<p>NA</p>	<p>Administrative Turnover and Information System changes prevented the maintenance of records regarding this outcomes.</p>

	<p>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.</p>	<p>(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</p>				
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		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.		<ul style="list-style-type: none"> • 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	Administrative Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

<p>OMI will strive to ensure that all OMI students, including all students in numerically significant subgroups, achieve academically, as evidenced by</p> <p>A. Statewide assessments</p> <p>B. API</p> <p>C. % of pupils who have successfully completed the A-G requirements</p> <p>D. % of ELs who make progress toward EL proficiency as measured by CELDT</p> <p>E. EL</p>	<p>-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</p> <p>-SBAC</p> <p>-API</p> <p>-CAHSEE</p> <p>-CELDT</p> <p>-EAP</p> <p>-AP Exams.</p> <p>- Graduation rate</p>	<p>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</p> <p>70% or more of all students, and 70% of students in all subgroups, will show statistically significant growth on internal</p>	<p>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.</p>		<p>-SBAC- ELA OVERAL</p> <p>L-38%</p> <p>Asian-59%</p> <p>ELL-7%</p> <p>Latino-32%</p> <p>African American-50%</p> <p>Economic Disadvantaged- 36%</p> <p>Disability-13%</p> <p><u>MATH</u> OVERAL</p> <p>L-23%</p> <p>Asian-56%</p> <p>ELL-3%</p> <p>Latino-15%</p> <p>African American-17%</p> <p>Economic Disadvantaged- 21%</p> <p>Disability-4%</p> <p>-API- NA</p> <p>-</p> <p>CAHSEE-</p>	<p>During the 15-16 year, OMI was going through major transitions in almost all areas:</p> <ul style="list-style-type: none"> • 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
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<p>reclassification rate</p> <p>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</p> <p>G. % of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment</p>		<p>interim assessments for each course.</p> <p>The school's API will be 750 or above. X</p> <p>The school will meet its AYP in at least three of the five years of the charter renewal. X</p> <p>At least 80% of students (including at least 80% of all numerically significant subgroups) will pass both English and Math on their first CAHSEE</p>			<p><u>NA</u></p> <p>-CELDT-</p> <p>Improved 1+ Proficiency Levels- 30%</p> <p>-EAP-</p> <p>-AP Exams-</p> <p>-</p> <p>Graduation rate-</p> <p>Total Rate- 91.3%</p> <p>UC/CSU Requirements- 58%</p>	<p>times were cut in half.</p> <ul style="list-style-type: none"> • A new student information system was being used.
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<p>nt of college readiness)</p>		<p>attempt and 100% will pass prior to graduation. X</p> <p>At least 85% of students (including at least 85% of all numericall y significant subgroups) will successfull y complete the UC/CSU A-G requiremen ts.</p> <p>At least 85% of OMI's senior class (including at least 85% of all numericall y significant subgroups) each year will be accepted to four year</p>				
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		<p>colleges or universities</p> <p>.</p> <p>X</p> <p>At least 85% of students will make progress toward EL proficiency as measured by CELDT.</p> <p>X</p> <p>95% of students will be reclassified as English proficient within three years of enrollment at OMI.</p> <p>95% of students will participate in the EAP.</p> <p>At least 50% of students will be “ready”</p>				
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		<p>and at least 75% will be “ready or conditionally ready” for college English and math as measured by the EAP.</p> <p>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</p>				
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		<p>transferable courses prior to graduation.</p> <p>At least 75% of OMI alumni will receive a bachelor's degree within six years of OMI graduation.</p>				
<p>OMI's students will be engaged fully in the learning process, as evidenced by:</p> <p>A. Excellent school attendance rates.</p> <p>B. Low</p>	<p>-ADA - Graduation rates</p>	<p>OMI's average daily attendance rate will exceed 95%. The number of students with more than three unexcused absences in</p>			<p>NA</p>	<p>Administrative Turnover and Information System changes prevented the maintenance of records regarding this outcomes.</p>

<p>chronic absenteeism rates.</p> <p>C. Very low middle school dropout rates.</p> <p>D. Very low high school dropout rates.</p> <p>E. Extremely high high school graduation rates.</p>		<p>a semester will equal less than 5% of the student body.</p> <p>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.</p>				
<p>School climate will be exceptionally strong, as measured by all of the following as applicable:</p> <p>A. Low Pupil suspension rates.</p> <p>B.</p>	<p>-Surveys</p>	<p>Suspension and expulsion rates less than half of the OUSD numbers.</p> <p>Student, staff, and parent surveys indicate 90% or</p>	<p>ADA rate is 96%</p> <p>There has been a decrease in unexcused absences. Student dropout rate is currently 0.</p> <p>High school graduation</p>		<p>NA</p>	<p>Administrati on Turnover and Information System changes prevented the maintenance of records regarding this outcomes.</p>

<p>Extremely low Pupil expulsion rates.</p> <p>C.</p> <p>Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>		<p>more of all stakeholders feel the school is a physically and emotionally safe environment.</p> <p>At least 90% of students and parents will report satisfaction with the school's academic program on annual surveys.</p>	<p>rate. More than 90% feel that this is a safe environment.</p> <p>More than 90% of parents and families are satisfied with academic program.</p>			
<p>OMI will provide all students its existing broad course of study which includes English, social sciences, languages other than English, physical education, character</p>		<p>OMI will continue to provide its existing robust course of study.</p>	<p>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</p>		<p>NA</p>	<p>Administrative Turnover and Information System changes prevented the maintenance of records regarding this outcomes.</p>

<p>education, science, mathematics, and visual and performing arts.</p>			<p>curriculum adoptions in core subject areas.</p>			
<p>OMI's four pillars of academics, leadership, citizenship, and athletics will continue to be strengthened and student outcomes in each pillar measured regularly.</p>	<p>-Annual General Inspection of the California Cadet Corps. -Survey</p>	<p>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</p>	<p>Greater than 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 will 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</p>		<p>NA</p>	<p>Administrati on Turnover and Information System changes prevented the maintenance of records regarding this outcomes.</p>

		<p>within the Fitness gram.</p> <p>OMI's students will perform a minimum of 10,000 school service hours annually.</p> <p>OMI's students will perform a minimum of 10,000 community service hours annually.</p> <p>At least 90% of student annually will respond "agree" or "strongly agree" on the annual survey question "OMI is preparing</p>	<p>will report satisfaction with school leadership.</p>			
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		<p>me to be a leader of character.”</p> <p>At least 90% of students and parents will report satisfaction with the school’s athletic program each year.</p> <p>At least 90% of students and parents will report satisfaction with the school’s leadership development program each year.</p> <p>At least 70% of students and parents will report satisfaction with the school’s citizenship</p>				
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		program each year.				
OMI will be fiscally sound and well governed.	<p>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</p> <p>Continue quality board oversight of school metrics. Continue focus on</p>	<p>Maintain a balanced budget each year of the charter renewal.</p> <p>Maintain a reserve for economic uncertainty of at least \$2,000,000 by the end of the charter renewal period.</p> <p>Update the school's governing board</p>	OMI is operating and maintaining a balanced budget.		NA	Administrati on Turnover and Information System changes prevented the maintenance of records regarding this outcomes.

	<p>100% compliance with applicable laws and regulations .</p> <p>Implement the adopted Master Facility Plan.</p>	<p>bylaws at least once during the term of the charter.</p> <p>Publication of an annual report on the metric outlined in the above priorities.</p> <p>Zero litigation.</p> <p>Implementation of a majority of the adopted Master Facility Plan by the end of the charter renewal term.</p>				
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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 budget 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

9 3 - P r e s e n t D e s i g n V i s i o n a r i e s , I n c .
(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.

MILITARY DEPARTMENT
OFFICE OF THE ADJUTANT GENERAL
9800 Goethe Road
Sacramento, California 95827-3561



NGCA-YCZ

10 March 2020

MEMORANDUM FOR Service Members and Employees of the Youth & Community Programs Task Force (YCPTF)

SUBJECT: Cadet Standards of Conduct

1. Enclosed please find TAG policy dated 12 February 2020 regarding the minimum standards of conducts from all Cadets in California Cadet Corps (CACC), military institutes and ChalleNGe programs. This policy enables leaders to enact the new state law.
2. It is important for each commandant, director, leader, supervisor and all employees of YCPTF to ensure all Cadets are in compliance with these minimum standards required by the Military Department.
3. If there are any questions or concerns, contact the undersigned at (916) 854-3514 or Peter.B.Cross.nfg@mail.mil.

Encl

A handwritten signature in black ink, appearing to read "Peter B. Cross".

PETER B. CROSS
Brigadier General (CA)
Commanding



MILITARY DEPARTMENT
OFFICE OF THE ADJUTANT GENERAL
9800 Goethe Road
Sacramento, California 95827-3561

NGCA-YCZ

12 February 2020

MEMORANDUM FOR Service Members and Employees of the California Military Department

SUBJECT: Cadet Standards of Conduct

1. The California Military Department prescribes certain minimum standards of conduct, which are expected from all Cadets in the California Cadet Corps (CACC) to include military institutes and ChalleNGe programs in partnership with and under the control of the California National Guard. These Standards of Conduct shall be considered the "minimum standards of conduct required by the Military Department" for purposes of Education Code Section 47605(d)(5) as that provision read on December 31, 2019 and any subsequent provision of the Education Code using that term.

2. Each Cadet shall:

a. Be a model citizen

1) Cadets shall not commit any offense that may result in an expulsion or removal from the school the Cadet attends (*For traditional public schools, offenses that may result in expulsion are codified in Education Code Section 48900 et sec. For public charter schools, offenses that may result in expulsion are listed or referenced in the charter school's operative charter.*).

2) Cadets shall not be deficient in their academic studies as defined by their school (*For purposes of this Policy, "deficient in academic studies" is to be defined by the governing board of each school with a program affiliated with the CACC.*).

3) Cadets shall not take any action that may bring dishonor or disgrace to the school, the California Cadet Corps, the California Military Department, the State of California, or the United States of America.

4) Cadets shall not participate in political rallies, protests, or otherwise publicly display support or lack of support for an elected official or political party while wearing any article of the California Cadet Corps uniform.

b. Be a leader of character

1) Cadets shall not violate the Cadet Honor Code.

2) Cadets shall not commit hazing, bullying, or harassment including cyberbullying, sexual harassment, and the use of a cadet's position or authority to inappropriately coerce other cadets.

NGCA-YCZ

SUBJECT: Cadet Standards of Conduct

3) Cadets shall not be involved in unlawful or anti-social acts including, but not limited to, participation in gang or hate group activity that negatively reflects on the school, the California Cadet Corps, the California Military Department, the State of California, or the United States of America.

4) Cadets shall not commit sexual misconduct including, but not limited to, lewd/lascivious actions or solicitation of a sexual nature toward another person. This includes capturing, possessing or displaying indecent images of another person by any means.

c. Be healthy and prepared for the demands of college / public service career

1) Cadets shall not possess, use, or distribute illicit narcotics, drug paraphernalia, or alcohol.

2) Cadets shall meet healthy fitness standards, demonstrate improvement until they do, or demonstrate habitual and significant training towards these standards.

d. Participate honorably in the military aspects of the Cadet program


1) Cadets shall not refuse to wear the uniform or comply with established grooming standards.

2) Cadets shall not refuse to display customs and courtesies established by the Military Department.

3) Cadets shall not refuse to obey valid orders issued from Commandants, Principals, and duly-appointed adult military / CACC members or civilian school personnel.

3. Notwithstanding any other law, failure to comply with these minimum standards will subject a student to removal from the program and, if the Cadet is a pupil at a charter school operated in partnership with the California National Guard, dismissal from the charter school. Upon the recommendation of the president, director, chief administrative officer, principal, or other administrator of a college, community college, or school in which the California Cadet Corps participates, the commission or warrant of any cadet commissioned officer, cadet warrant officer, or cadet noncommissioned officer may be canceled, and the cadet reduced in rank or dismissed from the California Cadet Corps.

4. Any questions regarding this memorandum can be directed to headquarters, Youth and Community Program Task Force at 916-854-3514.


DAVID S. BALDWIN
Major General
The Adjutant General