



Oakland Military Institute - College Preparatory Academy

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October 14, 2013

Gary Yee, Acting Superintendent, Oakland Unified School District
David Kakashiba, President, Oakland Unified School District Board of Education
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

Dear Superintendent Yee and President Kakashiba,

The enclosed documents are submitted in support of the request by the Oakland Military Institute College Preparatory Academy for a renewal of its charter for the period July 1, 2014 through June 30, 2019. At its October 14, 2014 meeting, the OMI Governing Board authorized the submission of the enclosed materials:

- * a modified Performance Report as requested by the OUSD Office of Charter Schools
- * a fully updated charter petition
- * supplemental materials requested by your office.

We look forward to the public hearing and an affirmative action by the OUSD Governing Board to renew the charter for our highly successful school.

Sincerely,

Clinton Reilly
President of the OMI Governing Board

LEGISLATIVE FILE

File ID No. 13-2911
 Introduction 12/11/13
 Enactment No. _____
 Enactment Date _____
 By _____

Mark P. Ryan, Ph.D.
Superintendent





LEGISLATIVE FILE

File ID No. 13-2911

Introduced Date 12/14/13

Enacted Date _____

Enacted Chapter _____

By _____

*Oakland Military Institute
College Preparatory Academy*

A CALIFORNIA CHARTER SCHOOL

Submitted to

Oakland Unified School District Board of Education

~~January 28, 2009~~ ^{11/8/13} December 4, 2013

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California Education Code § 47605(b)(5)(A)	14
<i>A description of the educational program of the school, designed, among other things, to identify those whom the 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.</i>	
California Education Code § 47605(b)(5)(B)	46
<i>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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.</i>	
California Education Code § 47605(b)(5)(C)	46
<i>The method by which pupil progress in meeting those pupil outcomes is to be measured.</i>	
California Education Code § 47605(b)(5)(D)	57
<i>The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.</i>	
California Education Code § 47605(b)(5)(E)	64
<i>The qualifications to be met by individuals to be employed by the school.</i>	
California Education Code § 47605(b)(5)(F)	70
<i>The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.</i>	
California Education Code § 47605(b)(5)(G)	76
<i>The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.</i>	
California Education Code § 47605(b)(5)(H)	74
<i>Admission requirements, if applicable.</i>	
California Education Code § 47605(b)(5)(I)	84
<i>The manner in which annual, independent, financial audits shall</i>	

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.

California Education Code § 47605(b)(5)(J)	74
<i>The procedures by which pupils can be suspended or expelled.</i>	
California Education Code § 47605(b)(5)(K)	67
<i>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.</i>	
California Education Code § 47605(b)(5)(L)	76
<i>The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.</i>	
California Education Code § 47605(b)(5)(M)	69
<i>A description of the rights of any 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.</i>	
California Education Code § 47605(b)(5)(N)	72
<i>The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.</i>	
California Education Code § 47605(b)(5)(O)	69
<i>A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code).</i>	
California Education Code § 47605(b)(5)(P)	88
<i>A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records.</i>	

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 school-site.
- (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 §§ 47600 *et seq.*) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of § 47605 of the Act.

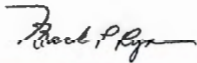
As detailed in this Charter, OMI will continue to make important contributions to the legislative goals outlined above. By granting this Charter renewal, OUSD will help fulfill the intent of the Charter Schools Act while providing students with an additional quality public school educational option.

Affirmations / ASSURANCES

The following affirms that upon renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Oakland Military Institute for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Oakland Military Institute, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State except in accordance with Education Code Section 47605(d)(2). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere 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 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Oakland Military Institute including but not limited to:
 - OMI shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - OMI shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - OMI shall comply with any jurisdictional limitations to locations of its facilities.
 - OMI shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - OMI shall comply with all applicable portions of the No Child Left Behind Act.
 - OMI shall comply with the Public Records Act.
 - OMI shall comply with the Family Educational Rights and Privacy Act.
 - OMI shall comply with the Ralph M. Brown Act.
 - OMI shall meet or exceed the legally required minimum of school days.



4 Dec 2013

Mark Ryan, Ph.D. Lead Petitioner

Date

Executive Summary

Oakland Military Institute

<p>Mission</p>	<p>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. The mission of the Oakland Military Institute College Preparatory Academy (OMI) is to provide a structured and rigorous academic program where cadets develop as leaders, scholars, critical thinkers and citizens. Through a military framework, the school inspires honor and pride within its cadets, cultivating life-long respect, confidence and appreciation for others. Upon high school graduation, cadets will have completed the a-g requirements for admission to the Cal State and University of California system.</p>
<p>Academics</p>	<p>OMI is a college preparatory charter public school serving students in grades six through twelve. OMI provides an engaging and rigorous academic curriculum, focusing on English, math, science, social studies, character education, and the arts. All students will be enrolled in the courses needed to attend the University of California, California State Universities, and the most selective private universities.</p>
<p>Educational Philosophy & Approach</p>	<p>To be an educated person in the 21st century global economy will require a strong post secondary education. OMI believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college and life. Learning best occurs in a culture of data-driven assessments and OMI's instructional methods include a variety of approaches that are research based and consistent with the core values of OMI.</p>
<p>Enrollment</p>	<p>A small school setting with approximately 90-120 students per grade level, grades 6-12.</p>
<p>Facility</p>	<p>OMI currently holds a five-year long term lease agreement, expiring June 30, 2013, with Oakland Unified School District for a small school site located at 3877 Lusk Street, Oakland, California. OMI has invested over \$12 million in site improvements and created a safe and attractive site conducive to learning.</p>
<p>High School</p>	<p>All students in high school (grades 9-12) are enrolled in the course work required for entrance to the University of California, California State University and selective private universities. The curriculum is engaging and rigorous, meeting and exceeding California state standards. It emphasizes science, math, social studies, English, and the arts. It is the expectation of OMI that many students will take Advanced Placement (AP) and/or community college coursework in either the 11th or 12th grades.</p>
<p>Military</p>	<p>OMI is similar in design and educational program to some of the best public and private military schools in the United States. OMI is a partnership with the California Cadets Corps, California</p>

Tradition	National Guard Youth Programs.
Contact	Web site: omiacademy.org Email: info@omiacademy.org Phone: (510) 594-3900

Section I

INTRODUCTION

OMI Makes Important Contributions to Public Education

First and foremost, OMI is an academic institution. The OMI mission is to prepare graduates for successful matriculation at competitive universities. Evidence of our success at preparing academically skilled students for college may be seen in our college acceptance rates. Four-year university acceptances have averaged 75% for the ~~two-seven~~ OMI graduating classes to date. Many OMI graduates have been accepted to and graduated from very competitive universities such as Yale, UC Berkeley, UCLA, and others. The academic skill level of these students is sound and speaks clearly to the academic preparation of our students.

OMI firmly believes that OMI's graduates have demonstrated strong academic discipline skills in the core subject areas. OMI's high school core courses have been deemed UC A-G compliant, a distinction that requires students to meet a rigorous course of study for graduation. OMI's graduation requirements exceed those of OUSD, and many OMI students successfully complete demanding Advanced Placement and community college courses taught in conjunction with the Peralta Community Colleges. Nearly all OMI seniors graduate each year on time, ~~with only one or two students from the first two graduating classes having yet to graduate~~. Therefore, OMI administration and faculty are confident that OMI graduates, by having to complete successfully the rigorous OMI academic program, are developing strong content area skills.

Teaching military/teambuilding skills is a special emphasis of OMI. By means of a current MOU with the California National Guard Youth Programs Directorate, OMI students receive character education classes each day from qualified National Guard personnel and receive military-style uniforms for free on which they can display the insignia or rank, ribbons and medals recognizing their accomplishments. Each student is assigned to a "company" of cadets upon matriculation. These companies foster teambuilding skills by having the students work together toward group goals. Most of these group goals focus on winning the company competitions held throughout the school year. Cadet companies focus on successfully completing outdoor education experiences, military ceremonies, drill competitions, and parade performances, to name a few. Much of the curriculum within the military science courses is devoted to leadership and teambuilding. The National Guard staff have all received specialized training in character education. They teach responsible leadership, citizenship, community service, physical fitness, military-style drill, outdoor education, and more.

Evidence of OMI's success in teaching military/teambuilding skills may be seen by the number of successful drill ceremonies held each year, the outstanding success of OMI teams at state-level military competitions, successful outdoor education events, and the close and heated level of competition among the companies each year for the Honor Organization award.

OMI is developing both strong academic discipline skills and leadership/teambuilding skills in our students.

In accordance with the California Charter Schools Act of 1992, as amended, Oakland Military Institute, College Preparatory Academy hereby petitions the Oakland Unified School District ("OUSD" or the "District" or the "School District") to grant this charter renewal petition for OMI for five years from the date of June 30, ~~2009-2013~~ (the "Charter"). (Throughout this Charter, the terms "student" and "pupil" and "cadet" are used

interchangeably.)

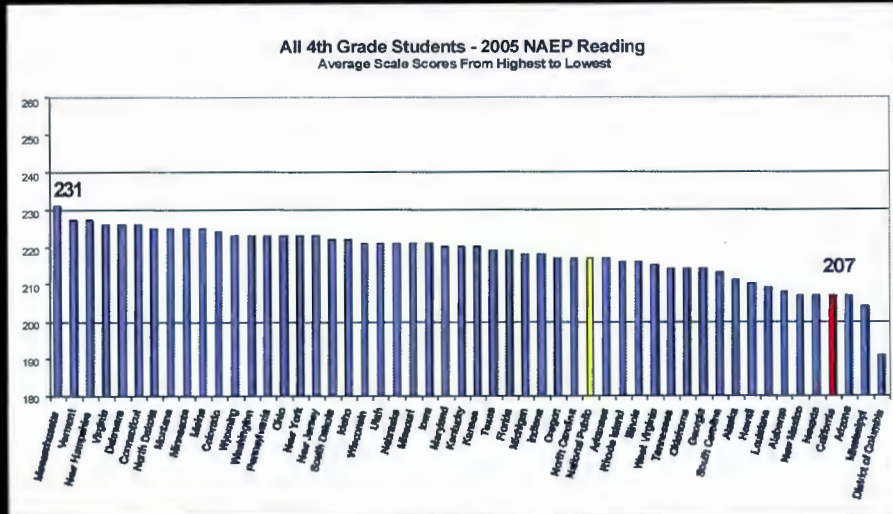
Offering Improved Academic Performance in Oakland

There is a clear need to improve public education in California and the United States. The need to offer additional high-quality educational choices is equally important in Oakland. OMI offers an additional educational opportunity for students and families in Oakland by providing a school that is:

- A public school with a specific college preparatory mission.
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements.
- Offering a rigorous academic curriculum to all its students, including English, social studies, math and science.
- Committed to maintaining high expectations for both academic and personal performance.
- A small and supportive school environment
- Providing character and leadership education using a military structure

Currently there is no public school in the Bay Area region that is similar to OMI. The only choices similar to OMI are expensive private schools in other states. OMI serves the larger community by increasing the number of successful college-ready graduates, and the pool of local residents with the high level skills needed by companies in our region and nationally.

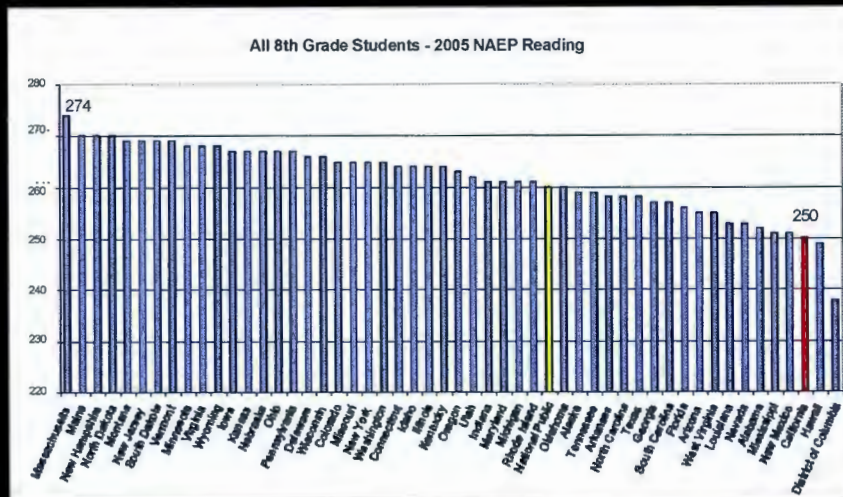
California's NAEP Scores for 4th Grade Reading Lag Behind Other States



Source: National Center for Education Statistics.

2007 by The Education Trust-West

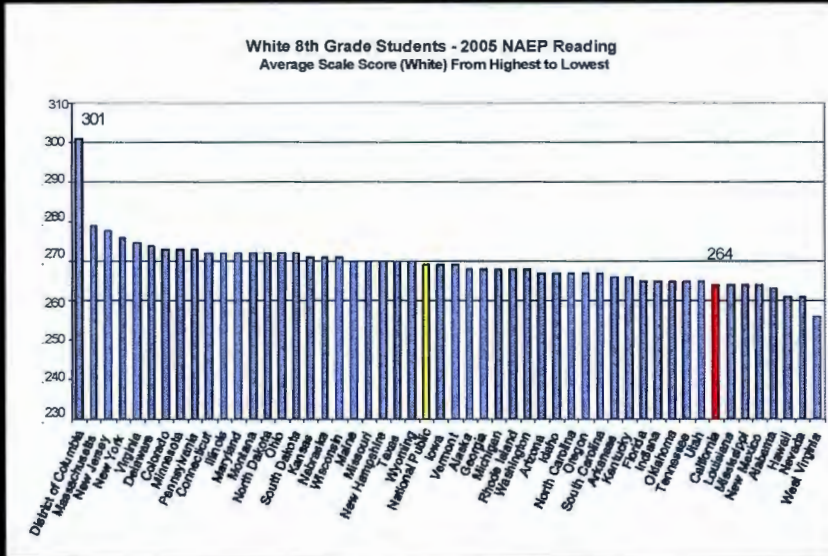
California's NAEP Scores for 8th Grade Reading Lag Behind Most States



Source: National Center for Education Statistics.

2007 by The Education Trust-West

California's White 8th Grade Students Trail Behind Their Peers in Most States



The Need for Higher Academic Performance in Oakland, in California, and throughout the United States

Oakland Educational Needs

Employers in Oakland need highly educated and capable employees, and the economic viability of our community depends on the availability of this type of highly educated and skilled workforce. Students in Oakland are often less affluent than students as a whole in California. Oakland students fall below the academic performance levels set by the state (proficient) that are needed to be successful in college. In addition, skills of leadership, teamwork, and strong character are essential for developing the best possible citizens for the communities of the East Bay in California.

California Schools Need to Significantly Improve Education Offered to Students

The need for higher achievement and more academic rigor is equally evident at the state level. On the National Assessment of Educational Progress (NAEP), California students rank at the bottom. In eighth grade Reading, California students rank third from the bottom. This poor performance is not due to the demographics of the state. When demographics are adjusted, California still performs at the bottom, with the same performance level as Mississippi, Alabama, Louisiana, and New Mexico. The three charts which follow illustrate this poor performance.

California is One of the Poorest Performing States in the United States

The educational achievement of children in the United States as a whole is significantly less than other industrial nations. California students are some of the poorest performing in the nation.

In the California report, The Governor's Committee on Education Excellence issued the summary report *Getting Down to Facts: School Finance and Governance in California in March 2007*. This report captures the challenges California faces. The challenges are captured in the following excerpt:

"Introduction

On many different measures of achievement, California's students fall far behind those in other states. As shown in Figure 1, on the 2005 National Assessment of Education Progress, California ranked 7th lowest in eighth grade math in comparison to the 49 other states and the District of Columbia. Perhaps more telling, the average California student is competitive with just the bottom quarter of students in Massachusetts. The story is at least as bad in other subjects. California performed 3rd lowest in reading, ahead of only Hawaii and the District of Columbia, and 2nd lowest in science, ahead of only Mississippi. Some suggest that California's position simply reflects the large minority populations in the state, but the facts on achievement belie this. California schools do not do well for any group – as an example, a chart similar to Figure 1 only for Hispanic students would place California fourth from the bottom. Significant progress will require fundamental and comprehensive change."

The Need for Improving Education in the United States

The need for schools that offer students a rich and rigorous college preparation program is critical for the United States, for California, and for Oakland, in order to maintain or regain our competitive standing in an increasingly global economy. For example, on the international level, 19 countries (such as the Netherlands, Belgium and Japan) scored higher than eighth grade students in the United States in mathematics. Compared to key industrialized nations, these same students ranked 11 out of 13. The United States faces similar challenges in science. The Program for International Student Assessment (PISA) focuses on the ability of 15-year-olds to apply science knowledge and skills to a variety of materials with a real-life context. On the 2003 PISA, U.S. 15-year-olds scored below the science literacy average of the 29 participating countries.

The United States is Behind Compared to Other Nations

The reports, task forces, and statistics regarding the failure of United States students to be competitive with students from other nations are substantial and compelling. The most recent of these reports, "Comparative Indicators of Education in the United States and Other G-8 Countries: 2006" released in August 2007, illustrates the challenges faced by the United States. The United States spends more money per student for elementary and secondary education than any G-8 industrial nation, yet the academic achievement of students in the United States falls behind that of many countries. For example, the performance in Mathematics Literacy among 15-year-old students on the PISA 2003 assessment defined above; approximately one-quarter of 15-year-old students in the United States scored at or below the lowest proficiency level on the combined mathematics literacy scale. This is a higher proportion of students than in Germany, France, Japan, and Canada. Fifteen-year-old students in the United States generally scored lower, on average, than their peers in the same four G-8 countries on each of the four mathematics literacy subscales: space and shape, change and relationships, quantity, and uncertainty. Although US students were generally at an advantage in terms of socioeconomic status (SES) compared to their G-8 peers, low-SES 15-year-old students in the US were outperformed by their peers in Germany, France, Japan, and Canada in mathematics literacy.

The results of the 2003 Trends in International Mathematics and Science Study (TIMSS) for eighth grade are no more encouraging. Forty-five countries participated in the assessments at the eighth-grade level. In science, US eighth-graders were outperformed by eighth-grade students in the following eight countries: Singapore, Chinese Taipei, Republic of Korea, Hong Kong SAR, Estonia, Japan, Hungary, and Netherlands. In math, US eighth-graders were outperformed by their peers in 14 countries: Singapore, Republic of Korea, Hong Kong SAR, Chinese Taipei, Japan, Belgium, Netherlands, Estonia, Hungary, Malaysia, Latvia, Russian Federation, Slovak Republic, and Australia.

The Need for Improved Educational Opportunities in Today's World Demand Innovations like OMI

The global economy has been a demanding reality for nations since the end of World War II. The transformation in the 21st century is that the global economy has progressed beyond a contest between nations, to one where individuals are competing against each other for employment, economic opportunity and economic security. It is in this context that California as a state, and Oakland as a community must strive to ensure the continuing success and prosperity of its citizens. One of the critical keys to international competitiveness is a highly educated workforce. Educating the students living in Oakland and throughout California, so that they excel in academic achievement and are internationally competitive, while also nurturing their development as involved citizens who share our country's common values, is the daunting task that OMI undertakes.

OMI provides a public school opportunity to address the need for an educated population of responsible citizens in our community, our state, our country, and our world.

OMI: Meeting the Needs of Oakland, California, and the United States

The OMI Board of Directors along with Jerry Brown (then Mayor of Oakland), as the Founding Group for OMI, proposed the creation of a new, small, academically-rigorous school, OMI, to serve students in grades six through twelve, to be located in Oakland, California, and to use the model of successful military schools by means of partnering with the California National Guard Youth Programs Directorate. After seven years of successfully preparing young people to enter college, OMI is proud of its first ~~seventwo~~ ^{seventwo} graduating classes and the high level of four-year college acceptance rates of over 75%. OMI has developed a strong academic program, ranking among the best schools in Oakland, and has developed an important and unique character education component through the military-style Leaders of Character (LOC) courses.

The creation of OMI, with its academic rigor and its commitment to helping students become responsible citizens, is an example of fundamental and comprehensive change in education necessary to meet the 21st century needs of Oakland, California and the United States. As illustrated in the OMI performance report accompanying this charter renewal petition, OMI has made solid progress toward achieving its lofty mission and will continue to strive for educational excellence. Through a rigorous a-g curriculum, a small school environment, and dedicated teachers who hold students to high standards, OMI prepares students to be academically competitive, while also helping them develop as involved and responsible citizens. OMI graduates are prepared for the challenges and rewards available at competitive public and private universities and colleges, and eventually the world of work in a highly competitive global marketplace.

Section II

EDUCATIONAL PHILOSOPHY

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

– California Education Code § 47605(b)(5)(A)(i-iii)

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.

~~The mission of the Oakland Military Institute (OMI) is to provide a structured and rigorous academic program where cadets develop as leaders, scholars, critical thinkers and citizens. Through a military framework, the school inspires honor and pride within its cadets, cultivating life-long respect, confidence, physical fitness and wellness and appreciation for others. Upon graduation, cadets will have completed the A-G requirements for admission to the Cal State and University of California systems as well as top private and public universities nationwide.~~

Educational Philosophy

OMI's four pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS. Using a military framework, the goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders of character.

The demanding ACADEMIC program consists of language arts, math, science and history, as well as world languages, fine arts, leadership, and physical fitness training. OMI seeks and supports students who have ambition and are ready to take responsibility for their own learning. OMI also offers honors, advanced placement, and college level courses. We also understand that some of our cadets enter OMI performing below grade level, and we require these students to accelerate learning through before school, after school, Saturday and summer academic support programs. Through hard work, determination, and a positive attitude, all students are expected to

do whatever it takes to meet OMI's rigorous academic standards and achieve proficiency on the Common Core State Standards. We partner with parents to communicate about student progress and help all students succeed to the best of their abilities. Parents have a set of duties to fulfill their role as the primary educators of their children.

The military framework of the school develops LEADERSHIP and promotes a sense of pride and community as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic exercises. All cadets participate as members of the California Cadet Corps, and are assigned to units within a military chain of command (squads, platoons, companies, and battalions within the Corps of OMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at OMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn military customs and courtesies and achieve promotions and awards for their accomplishments. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

Cadets learn what is expected of them at the Summer Camp prior to their enrollment at OMI, a camp which thoroughly introduces new students to the CITIZENSHIP expectations of the school. The disciplinary system, patterned after the military model, is fair and predictable. It uses a merit and demerit system that provides both positive and negative consequences. All cadets share a common set of duties they are expected to fulfill as well as a code of honor requiring absolute integrity. Cadets who do not meet our expectations for conduct, integrity, and/or who do not fulfill their duties forfeit their opportunity to attend OMI.

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

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

OMI's three pillars are to promote academic excellence, develop leaders of character, and inculcate habits of lifelong physical fitness. By participating in a military learning environment, cadets will develop personal discipline, physical fitness and leadership skills. The goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any school in the nation and who are prepared for their roles as future leaders.

The demanding academic program includes language arts, math, science and history, as well as world languages, leadership, and physical fitness training. OMI seeks and supports students who have ambition and are ready to take responsibility for their own learning. We understand that some of our cadets enter OMI performing below grade level standards, and we support these students by providing extra opportunities to accelerate learning, i.e. Saturday school, after school classes, or study hall. It is our expectation that each cadet will take advantage of these opportunities, and through hard work, determination, and a positive attitude do whatever it takes to meet OMI's academic standards.

OMI offers a positive learning environment, enhanced by leadership, teamwork, and the safe and structured discipline of the military. All cadets participate as members of the California Cadet Corps, assuming increased responsibility through various positions of leadership. Cadets earn a sense of pride and community at OMI by learning military customs and courtesies and by achieving promotions and awards for their accomplishments. The disciplinary system, patterned after the military model, is fair and predictable. Cadets learn what is expected of them at the Summer Camp prior to their enrollment at OMI. Cadets who do not meet our expectations for conduct forfeit their opportunity to attend OMI. The overall goal of the military framework at OMI is to foster and support achievement of the academic, leadership, and physical fitness goals of cadets at the Institute.

Each cadet is assigned to a military company. Each company has three adults dedicated to supporting the development of the cadets assigned to the company. Those adults include a Training, Assessment, and Counseling (TAC) Officer, TAC Non-Commissioned Officer (NCO), and a Company Support NCO. TAC Teams are the "starting point" for cadets and their parents and teachers to find support for cadets' academic, military, physical, and moral-ethical development.

OMI CADET CODE OF HONOR

At Oakland Military Institute, cadets learn and behave by a code of conduct that will serve them well during their time at the Institute and long after they have graduated. It is simple, and should govern everything cadets do both on and off campus. Violating the cadet code will lead to disciplinary action and possible dismissal from the Oakland Military Institute.

"A CADET IS RESPECTFUL AND WILL NOT LIE, CHEAT, OR STEAL, OR TOLERATE THOSE WHO DO"

TO BE RESPECTFUL is to honor the fundamental infinite dignity and worth of each individual. It means to treat oneself, others, and the property of others the way we would like to be treated. Respect is at the heart of the golden rule, "Do unto others as you would have done unto you." Cadets do not engage in physical, verbal, or emotional abuse of others. This includes peers, school staff, and members of the community. They do not bully, harass, or intimidate others. They keep their environment clean and free from vandalism.

TO LIE is to make an untrue statement, intending to deceive or produce a false impression. The statement can be oral, written or implied by action. Making a statement that is only half-true, or attempting to give a false impression by leaving out pertinent information is lying.

TO CHEAT is to attempt or to aid in an attempt to gain unfair advantage over others. For instance, using the work of another person as your own is cheating. Likewise, allowing someone else to claim your work as theirs is another form of cheating.

TO STEAL is to knowingly take a property or service, temporarily or permanently, without consent. Taking or borrowing without permission is stealing.

TO TOLERATE is to ignore the dishonorable actions of other cadets. A cadet who knows that another cadet violated the Honor Code has an obligation to report it. A cadet who sees another cadet be disrespectful, lie, cheat or steal and does not report the incident has violated the honor code.

OMI CADET CREED

I am an Oakland Military Institute Cadet. I will always conduct myself to bring credit to my family, country, academy, and corps of cadets.

I am loyal and patriotic. I am the future of the United States of America.

I do not lie, cheat, or steal and will always be accountable for my actions and deeds.

**I will work hard to improve my mind and strengthen my body.
I will seek the mantle of leadership and stand prepared to uphold the Constitution of the United States of America.**

DUTIES OF AN OMI CADET

1. Learn and strive for academic excellence
2. Set goals and work hard to achieve them
3. Respect oneself and others
4. Demonstrate integrity and good character
5. Accept responsibility and the mantle of leadership
6. Follow instructions
7. Wear the uniform properly and with pride
8. Use military courtesy
9. Care for the OMI campus
10. Work well as a member of teams
11. Serve the school and community
12. Prepare for success in college
13. Celebrate and take pride in success
14. Be physically fit and active
15. Get involved in school activities

DUTIES OF AN OMI PARENT

1. Ensure your child wears the correct and complete uniform daily and complies with all grooming and appearance standards.
2. Promote daily, proper use of the school planner and check homework daily for completeness.
3. Read the entire planner and act upon the weekly parent bulletin. Refer to the school calendar and website often in order to be up-to-date on important OMI events.
4. Be aware of the status of your child's demerits, attendance, and grades by regularly checking the online parent portal and the planner page with permanent demerit entries.
5. Ensure your child attends school every day on time and only misses class for very serious reasons.
6. Participate in Parent Advisory Council activities and complete required parent service hours, including attending student led conferences, general parent meetings, and other mandatory activities.
7. Praise your child's achievements and celebrate triumphs.
8. Communicate with teachers when you have questions and respond to contacts from the school.
9. Encourage your child to do the right thing always, treat others with respect, and make OMI a better place.
10. Ensure your child attends and participates fully in academic support classes when assigned and takes those classes seriously.
11. Help your child believe that attending a four year college/university and postsecondary education is desirable and achievable.

- 12. Communicate through your child's TAC team any concerns or questions you may have.
- 13. Ensure your child participates in athletics and other extra-curricular programs, and attend events your child is involved in (athletics, etc).
- 14. Require your child to adhere to the cadet code of honor at all times.
- 15. Ensure your child eats the healthy meals/snacks at Café OMI or has healthy food when at school.

Targeted School Populations – Whom does OMI Educate? (A Rigorous, Relevant and Attainable Education for All Students)

OMI believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college. This view is widely shared by educational and political leaders and organizations such as California's [former](#) Superintendent of Public Instruction Jack O'Connell. With a clear and focused mission and as a school of choice, OMI provides a clear choice for students and their families. OMI is not a traditional public middle school/high school, and all of 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 IDEIA and Section 504 of the Rehabilitation Act. Students leave OMI prepared for an increasingly competitive global economy, confident that their skills will ensure success in college and the work place.

OMI believes its students have a duty to learn and a duty to lead. Students must be willing to fulfill those duties in order to be accepted and remain at OMI.

OMI's highest priority is to prepare our students, including students traditionally underserved or underachieving (not meeting their personal potential), so that our graduates are prepared to enter and thrive at the world's finest universities and colleges if they so choose. OMI's educational program is based on the educational needs of the following student profile:

- Students and families who commit to a rigorous college preparatory educational program. Students are accepted on an equal basis, without academic entrance requirements;
- Students whose academic and personal interests benefit from a small school environment with personalized attention; and understand the value of character development, and
- Students whose diversity reflects the community.

OMI seeks to educate students in grades six through twelve that reflect the diversity of Oakland. In the [20082013-2009-2014](#) school year, over [80](#)76% of OMI students qualified for free or reduced lunch.

An Educated Person in the 21st Century

To be an educated person in the 21st century global economy will require a strong post secondary education. *OMI believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college and life.*

The keys to drawing the best from every student are:

- High expectations;
- A rigorous curriculum;
- Teaching excellence;
- A small school community, and
- A commitment to character and leadership education.

An educated person in the 21st century must, above all, be a master of basic skills such as reading, writing and mathematics. In addition, he/she 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; and an educated person needs to develop teamwork skills, leadership/decision-making skills, and habits of good character.

Educational Program Overview

This section of the charter renewal petition provides an overview of the Educational Program that is provided by OMI. The Educational Program Overview, combined with Section IV: MEASURABLE STUDENT OUTCOMES AND USES OF DATA, provides a clear and comprehensive picture of the total educational program that OMI provides.

OMI clarifies the mission statement by means of expected schoolwide learning results (ESLRs). The ESLRs guide programmatic decisions and curricular development.

The following are the **Expected Schoolwide Learning Results for the Oakland Military Institute College Preparatory Academy:**

Academics

- 1) think critically and creatively
 - a. by solving complex mathematical problems
 - b. by designing experiments to answer specific questions and engage in scientific inquiry
 - c. by understanding complex patterns and symbolism in literature and art
 - d. by applying knowledge to solve real world problems
- 2) demonstrate effective oral communication skills
 - a. by serving as a student leader
 - b. by employing academic language in effective oral communication
 - c. by learning another language
- 3) write coherent, organized, and grammatically correct compositions
 - a. by writing effectively in a variety of genres
 - b. by writing effectively for a variety of audiences
 - c. by writing effectively for a variety of purposes
- 4) read, analyze, and comprehend a wide variety of written materials
 - a. by acquiring reading proficiency in discipline-centered texts, literature genres, and media genres
 - b. by developing the academic language demanded by each discipline
 - c. by evaluating and synthesizing information from a variety of texts
- 5) investigate and solve problems through a variety of logical means
 - a. by using mathematical algorithms effectively
 - b. by using research and data
 - c. by using logical argumentation, inference, and deduction to solve problems
 - d. by utilizing scientific methods and inquiry to solve theoretical and real-world problems
- 6) possess sufficient content knowledge to succeed in post-secondary education
 - a. by achieving content knowledge needed for CAHSEE
 - b. by acquiring vocabulary and other content knowledge necessary for College entrance exams
 - c. by meeting the University of California A-G requirements
- 7) use a variety of technology resources successfully in academic and real-world settings
 - a. by acquiring fundamental knowledge and skills of computer software and hardware
 - b. by evaluating and analyzing internet information

Leadership

- 1) work successfully for a greater purpose as a member or leader of a team
 - a. by sacrificing self-interest for the overall success of the team when needed
 - b. by ensuring the individual success of each team member

c. by practicing organizational, planning, and leadership skills at the squad, platoon, company, battalion, and regimental levels

2) envision and set goals

a. by organizing and prioritizing tasks to achieve goals

b. by setting interim objectives

c. by adjusting goals and objectives as appropriate

3) display confidence and poise

a. by speaking effectively in front of peers and adults

b. by accepting leadership roles within school

c. by reacting responsibly in times of challenge or stress

d. by demonstrating military courtesy

Citizenship

1) be an honorable person

a. by examining one's values

b. by having the courage to live by those values

c. by making and keeping commitments

d. by fulfilling the fifteen duties of an OMI cadet

2) respect yourself and others

a. by being courteous to others

b. by using the appropriate language for school, social, and work environments

c. by recognizing others' physical and personal space

d. by ensuring your own lifelong physical well-being, health, and fitness.

3) believe in the core values of justice, moderation, wisdom, patriotism, democracy, and compassion

a. by obeying the cadet creed

b. by encouraging others to live by these values

c. by being a role model for others

d. by valuing the views and cultural backgrounds of others

4) support the local and greater community of mankind

a. by participating in community service projects

b. by taking action for positive change in the school or local community

c. by developing awareness of the needs of a global society

5) respect the environment in which we all live

a. by maintaining a safe and clean school campus

b. by participating in various environmentally sound practices such as recycling

c. by participating in environmentally helpful service projects

Athletics

1) pursue victory with C.L.A.S.S.

a. C = Character

b. L = Leadership

c. A = Attitude

d. S = Scholarship

e. S = Service

- 2) work successfully for a greater purpose as a member of a OMI interscholastic or intramural sports team
- a. by competing fairly with the highest standards
 - b. by striving to achieve your personal best
 - c. by setting individual and team fitness goals
 - d. by representing OMI in a positive fashion
 - e. by developing the characteristics of poise, confidence, initiative, self-control, loyalty, sacrifice, cooperation, and hard work
- OMI students will be able to...*

Leadership

- 1) *work successfully for a greater purpose as a member or leader of a team*
 - a. *by sacrificing self-interest for the overall success of the team when needed*
 - b. *by ensuring the individual success of each team member*
 - c. *by practicing organizational, planning, and leadership skills*
- 2) *envision and set goals*
 - a. *by organizing and prioritizing tasks to achieve goals*
 - b. *by setting interim goals*
 - c. *by adjusting goals throughout process*
- 3) *display confidence and poise*
 - a. *by speaking effectively in front of peers and adults*
 - b. *by accepting leadership roles within school*
 - c. *by reacting responsibly in times of challenge or stress*

Academics

- 1) *think critically and creatively*
 - a. *by solving complex mathematical problems*
 - b. *by designing experiments to answer specific questions*
 - c. *by understanding complex patterns and symbolism in literature and art*
 - d. *by applying knowledge to solve real world problems*
- 2) *demonstrate effective oral communication skills*
 - a. *by serving as a student leader*
 - b. *by presenting academic work orally*
 - c. *by learning another language*
- 3) *write coherent, organized, and grammatically correct compositions*
 - a. *by writing effectively in a variety of genres*
 - b. *by writing effectively for a variety of audiences*
 - c. *by writing effectively for a variety of purposes*
- 4) *read, analyze, and comprehend a wide variety of written materials*
 - a. *by acquiring reading proficiency in discipline-centered texts, literature genres, and media genres*
 - b. *by developing the academic language demanded by each discipline*
 - c. *by evaluating and synthesizing information from a variety of texts*
- 5) *investigate and solve problems through a variety of logical means*
 - a. *by using mathematical means to solve problems*
 - b. *by using research and data to solve problems*
 - c. *by using logical argumentation, inference, and deduction to solve problems*
 - d. *by utilizing the scientific method to solve theoretical and real world problems*
- 6) *possess sufficient content knowledge to succeed in post-secondary education*

- a.-by achieving content knowledge needed for CAHSEE*
- b.-by acquiring vocabulary and other content knowledge necessary for SAT tests*
- c.-by meeting the University of California A-G requirements*
- 7)-use computers successfully in an academic and real-world setting*
 - a.-by acquiring fundamental knowledge and skills of computer software and hardware*
 - b.-by evaluating and analyzing internet information*

Citizenship

- 1)-be an honorable person*
 - a.-by examining one's values*
 - b.-by having the courage to live by those values*
 - c.-by making and keeping commitments*
- 2)-respect themselves and others*
 - a.-by being courteous to others*
 - b.-by using the appropriate language for school, social, and work environments*
 - c.-by recognizing others' physical and personal space*
 - d.-by ensuring their own lifelong physical wellbeing, health, and fitness.*
- 3)-believe in the core values of justice, moderation, wisdom, patriotism, democracy, and compassion*
 - a.-by obeying the cadet creed*
 - b.-by encouraging others to live by these values*
 - c.-by being a role model for others*
 - d.-by valuing the views and cultural backgrounds of others*
- 4)-support the local and greater community of mankind*
 - a.-by participating in community service projects*
 - b.-by taking action for positive change in the school or local community*
 - c.-by developing awareness of the needs of a global society*
- 5)-respect the environment in which we live*
 - a.-by maintaining the school campus*
 - b.-by participating in various environmentally sound practices such as recycling*
 - c.-by participating in environmentally helpful service projects*

Overview: At OMI, all students are enrolled in core classes that are aligned with California standards. Content standards are used in all classes where California standards exist. Within this framework, teachers develop curriculum strategies and techniques to achieve expected school wide learning results. Teachers are dedicated to continually assessing the curriculum in relation to the standards. Department meetings are often used as a time to align the OMI curriculum ever more effectively with state standards to ensure that all standards are met in all subject areas. Textbooks, supplementary materials, and overall curriculum decisions are made with standards alignment as a top priority.

The high school courses offered at Oakland Military Institute meet the a-g requirements for the California University system. All students at OMI take these courses and if successful, are eligible for admissions into the UC system. The school goes beyond the a-g requirements by offering [Peralta Community College courses and AP courses such as English, History, Science, Statistics, Calculus, Physics and Spanish](#). In addition, all students are enrolled in a rigorous military science program, called Leaders of Character (LOC), in which they learn leadership and teamwork skills. The curriculum of the LOC course complements the overall academic program. Students learn more about organizing themselves, proper study techniques, effective note-taking, and much more. The LOC courses support academic achievement by also demanding that students read more and write more. Many of the standards of other disciplines are echoed and taught in the LOC courses. LOC classes in 11th and 12th grades are UC/CSU "g" elective courses.

The Senior Thesis Project is an independent, research-based project that each student completes as part of OMI's graduation requirements. The goal is to provide seniors with the challenge of a lengthy and long-term project that will build confidence for college work. Research, reading, and writing practice are all a part of this larger project. By working with a faculty advisor throughout the project, seniors are guided beyond the

superficial and toward more important understanding.

~~In addition, OMI offers academically-based extracurricular clubs to extend student learning, including the Spanish Club and the Math and Science Club.~~

Our core classes regularly assess progress toward the California State Content Standards with scheduled benchmark tests at least four times each year and using the CST blueprints as a guide for shaping curriculum. The math department administers weekly skills assessments and the English department does so monthly.

To improve achievement in Math and English/Language Arts, block schedules have been implemented at the middle school level, and all many high school students have two periods of English each day. Teachers have expressed their general approval of the "block" math and English classes for middle school students. More effective use of time and more individualized instruction is possible.

We achieve our curricular goals through the use of direct instruction, complex instruction, project-based learning, hands-on learning activities, and a variety of inquiry and lab-based units. We have classroom routines or protocols for various methods of instruction and participation that help guide students' learning.

Additional academic support is available for students through the Academic Support Program on Monday, Wednesday, and Friday after-school; before school and during lunch tutoring; Saturday School; via the Resource Specialist, and through individual assistance from teachers. The academic skills center library is available to students at various times both on an assigned basis and a volunteer basis. A system of rules governing a student's participation in various extracurricular opportunities is based on academic achievement.

Teachers also make a very conscious effort to provide students with the contextual framework or relevance of the curriculum. Additional activities such as field trips or guest lectures also connect the curriculum to the world at large.

A curriculum committee guides the on-going work of curriculum scope and sequence, cross-discipline coordination, and text book decisions.

All students have access to the entire academic program at OMI. Classes are academically heterogeneous and encourage success for each student. OMI is committed to the heterogeneous model both because of the research that clearly supports this approach but also because of the shared belief that students will rise to high expectations. All students must meet the same graduation requirements. The graduation requirements exceed those of the local district. Some students go beyond the stated graduation requirements in math, as well as other subjects. Many take higher level courses and additional language or science courses. All students must take the required military science classes. Some students do excel in particular subjects and choose to enroll in Advanced Placement courses.

Because OMI demands all students meet the same graduation requirements, students' "personal learning plans" vary little. Students are academically counseled by the Director of Instruction and the College Guidance Counselor each spring as they create their academic schedule for the next year. When students require special academic guidance and planning, the Director of Instruction, the academic support staff, individual teachers, and "round table" Cadet Success Team (CST) meetings with teachers provide specialized guidance and support for students. Frequently, teachers will craft individualized plans for students who are struggling with a particular course.

Students are made aware of OMI's graduation requirements and their relation to the admission standards of the California universities. In addition to a detailed college guidance handbook, a supportive academic counseling program exists to assist placing students in a post-secondary environment that meets their specific needs. PSAT and SAT prep classes are offered free of charge to all students. Individual students struggling with the CAHSEE or other graduation requirements are counseled and provided extra support and tutoring. Families of seniors are kept closely apprised of their children's progress toward graduation through special senior parents' meetings and one-to-one conversations.

OMI is committed to the successful graduation of each student. The academic support program, which is held after school ~~three times a week~~daily, provides struggling students with direct support for any academic need. ~~The OMI Saturday math program gives students the opportunity to review important concepts in a smaller learning environment.~~In addition, OMI provides students with the opportunity to meet graduation requirements through a summer school program ~~focused on math, history, and English.~~

A strong relationship between institutions of higher learning and our college guidance counselor is necessary to serve our student population. Consistent collaboration with colleges and universities is conducted year round to offer a variety of choices that properly align the student with his or her preference of study and career goal. Financial aid meetings and guidance are provided to students and their families. OMI is also a College Board testing site and hosts other students for these tests.

Perhaps the most important evidence of the school's commitment to each student graduating is the daily interaction between students and teachers. Teachers provide the time needed by some students to redo assignments, stay after school to finish tests, or work through additional assignments. Lunchtime homework help and other time normally considered "free" time for teachers is often very freely given to assist students with assignments. There is a dedication among all faculty to help students graduate successfully.

OMI is proud to be a part of the California Cadet Corps. The California Cadet Corps was founded on April 5, 1911 by Brigadier General Edwin Alexander Forbes. It is the oldest youth leadership development program of its kind in the United States. Currently, more than ~~100-60~~ schools across California and ~~106,000~~ cadets participate in this program, including the Oakland Military Institute College Preparatory Academy. OMI uses the California Cadet Corps curriculum and follows California Cadet Corps regulations. All cadets at OMI are cadets in the California Cadet Corps and participate in the training and activities the Corps sponsors, including a variety of outdoor education programs and training in such subjects as First Aid/CPR, map reading, drill and ceremonies, health and fitness education, character development, patriotic activities, and instruction that supports academic achievement. The California Cadet Corps headquarters conducts Annual General Inspections, and cadets are required to participate actively in the inspection process. In addition, all cadets are encouraged to participate in cadet activities such as drill competitions, bivouacs (camping trips), leadership schools, and rifle matches. OMI has a proud tradition of excellence in California Cadet Corps competition as evidenced by the growing number of trophies, plaques, and awards in the school's main hallway trophy cases.

Middle School Coursework

For a detailed list of the middle school coursework, please see appendix V. OMI currently offers the following courses in the middle school:

6th grade English Language Arts	Formatted: Superscript
6th grade English Language Arts (Honors)	Formatted: Superscript
7th grade English Language Arts	Formatted: Superscript
7th Grade English Language Arts (Honors)	Formatted: Superscript
8th Grade English Language Arts	Formatted: Superscript
8th Grade English Language Arts (Honors)	Formatted: Superscript
ESL A	Formatted: Superscript
ESL B	Formatted: Superscript
ESL C	Formatted: Superscript
Common Core Math 1 (Foundations for Algebra 1)	
Common Core Math 2 (Foundations for Algebra 2)	
Common Core Math Honors	
Common Core Math 3	
Algebra 1 Honors	
Algebra 1	
Geometry Honors	
6th Grade Science	Formatted: Superscript
6th Grade Science (Honors)	Formatted: Superscript
7th Grade Science	Formatted: Superscript

- 7th Grade Science (Honors)
- 8th Grade Science
- 8th Grade Science (Honors)
- 6th Grade Social Studies
- 6th Grade Social Studies (Honors)
- 7th Grade Social Studies
- 7th Grade Social Studies (Honors)
- 8th Grade Social Studies
- 8th Grade Social Studies (Honors)
- Leaders of Character 6
- Leaders of Character 7
- Leaders of Character 8
- PE 6
- PE 7
- PE 8
- Music
- Marching Band (Middle School)

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High School Coursework

- ✓ UC a-g Compliance: The OMI core high school courses have been recognized as UC a-g compliant.
- ✓ Course Catalog: see appendix VI
- ✓ Senior Project: Each senior at OMI must prepare a year-long senior project for review by a panel of faculty toward the end of the school year. The following are the specific requirements of this project.
 - Goals:* The OMI Senior Thesis Project demands that each OMI senior explore an academic topic of interest in more depth than might be possible in a traditional class setting. The project encourages practicing scholarship, problem solving, long-term planning, and inquiry. The project demands research, contemplation, and communication of the knowledge learned. Each student should strive to become an authority on his/her topic and clearly support a thesis statement for the topic.
 - Requirements:* Each OMI senior will adhere to the Senior Thesis Project schedule. Each senior will be assigned an OMI faculty advisor for the Senior Thesis. Each OMI senior will investigate, research, and compile further knowledge on an approved topic of interest, support a thesis statement, and present the results of the project to his/her advisor. Each senior will receive quarterly and semester grades for the project. This grade will be a part of the student's overall GPA. *OMI Faculty Advisor:* Each senior will be assigned a faculty advisor. Each student must meet at regularly scheduled times with the advisor. If a student wishes to change advisors at any point throughout the year, he/she must submit a request in writing to the Director of Instruction explaining why a switch of advisors is justified. The OMI faculty advisor is responsible for helping the student formulate the project plan, advise and assist the student throughout the project process, oversee and grade the student's progress, and evaluate the final product of the project. The student may seek additional advice from other OMI faculty. *Topic Selection:* A student should select a topic of an academic nature that fits within the disciplines taught at OMI and will allow the student to demonstrate scholarly pursuit. Topics that do not fit within academic disciplines taught at OMI will be considered but not necessarily approved. The Director of Instruction and the student's advisor will approve each topic. *Final Communication of Knowledge Learned and Assessment:* The final product of the project is likely to be a thesis paper. However, other forms of communicating the knowledge that a student has learned may be approved by the advisor. Power Point presentations, oral interviews in front of a panel, or artwork could be approved and considered viable means of communicating the depth and value of the project.

Athletics and Physical Education

- ✓ League Membership: The OMI athletic program is guided by the athletic director and includes interscholastic teams, club sports, and intramural sports. OMI intramural sports pit company teams against each other in a wide variety of games that take place during regularly scheduled PE classes.
- ~~✓ OMI club sports currently include rugby and a volleyball team. About 30 students participate in these teams. Specific club sports options may change in future years.~~

- ✓ The OMI interscholastic athletic program is a part of the local Bay Area Conference and play a full schedule of games against both public and private schools throughout the area. Current teams include ~~golfswimming, track~~, baseball, softball, volleyball, soccer, and basketball. Middle school ~~soccer, volleyball~~, flag football and basketball are also offered. OMI demands a higher eligibility standard than does the Bay Area Conference, ~~and the challenge of fielding full teams for each game in each sport is a concern~~. Interest in participation is, however, very good. These particular sport offerings may change throughout the future.
- ✓ Physical Education: Physical Education is a yearlong course of general physical education activities of team, lifetime, and individual sports such as tennis, flag football, archery, floor hockey, basketball, soccer, team handball, weight training, table tennis, aerobics, badminton, volleyball, softball, and track and field. Before each class, warm-ups specific to each sport are taught. Each student is evaluated on participation, attitude, and skill tests and/or written tests. Specific preparation for the Fitnessgram components of aerobic capacity, strength, endurance, and flexibility is provided and the Fitnessgram is administered. OMI cadets' performance on the Fitnessgram is significantly better than the state average.

Character Education/Leadership/Teamwork

- ✓ New Cadet Orientation:

The purpose of the new cadet orientation is to provide a means by which new students at OMI can better assimilate into the culture of the school. Through this orientation, new students develop pride in their school and in becoming a member of their designated military company.

During the summer before a new student matriculates at OMI, he/she must successfully complete the designated summer school/camp/training process. This process may be different for different age students. The summer experience prepares new students in military protocols, procedures, and may include academic preparation.

New students will be assigned to a designated military company. They are not considered full members of the company at that time. Instead, they must continue to learn about OMI and military traditions, procedures, and protocols. The student leaders and the TAC teams will teach these to them. During this time, they may be required to spend time after school (3:30 to 4:30) for practical application. The students will be asked to memorize information and recite what they have learned.

During these weeks of training, new students must demonstrate a willingness to "join" the company, cooperate with student leaders, and participate actively in company routines, sports, and ceremonies. Also during this time, these "pledge" cadets wear their summer camp uniforms.

Only after these "pledges" have successfully joined their company by passing the Cadet Test and Bear Boards are they considered full fledged members of their assigned company and authorized to wear the cadet uniforms.

~~Generally during the first week of October, new~~All new students will **be required to** attend "Bear Boards." The Boards take place in front of the company student leaders and assigned TAC team members. Teachers are also invited to witness Boards. Each new student stands in front of his/her review board and completes a set of tasks as a means of proving to the student leaders that he/she is ready to assume the responsibility that comes with being a member of a military company. Each student will be notified within the first few weeks of school what tasks the Board will require of him or her. Tasks include as reciting the OMI Creed, names of student leaders, military protocols, names of administrators, and the like. They may be asked to demonstrate marching techniques and a proper salute.

In addition to the Bear Board, cadets will take the first California Cadet Corps rank promotion test

from "candidate" to Cadet. Successful completion of this test is a requirement for acceptance into the company.

If a new student "passes" his/her Board, he/she will be officially inducted into the company and receive all the uniforms of an OMI cadet. If a new student does not pass the Board, he/she will be invited back to a future Board within a few weeks. Cadets who fail to pass their test and board within the first semester are subject to dismissal from OMI.

- ✓ Battalion Organization:
OMI has been assigned the designation as the 49th and 50th Battalions in the 17th Regiment of the California Cadet corps. We are part of the 4th Cadet Training Brigade, which consists of schools in the Sacramento and Bay areas. OMI's regiment-49th-Battalion is further subdivided into four cadet companies of approximately 125-175-150-180 cadets each and a music company. Companies are subdivided further into platoons corresponding to the class periods in which the cadets receive military science instruction. Each platoon is divided into squads and each of these levels of organization has corresponding cadet leadership positions with increasing responsibility and authority as cadets rise in rank.
- ✓ Student Leadership Positions: see appendix VII Cadets can garner a variety of leadership positions ranging from squad leader (responsible for a group of 5-8 other cadets) to platoon sergeant and platoon leader roles (responsible for approximately 20-25 other cadets) to company level leadership roles (responsible for 125-175 other cadets) to battalion and regimental leadership roles (responsible for the entire Corps of Cadets of 700-800 students).
- ✓ Community Service: see appendix VIII Students participate in a variety of community service activities throughout their seven years at OMI. Such participation is recognized with military awards and decorations.

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IEP Services

IEP services are contracted to OUSD personnel who have their own classroom at OMI and serve the OMI students with IEP services. The IEP staff currently consists of two fulltime staff but may change as needed. OMI is a member of the El Dorado County Charter SELPA. The current staff of the Special Education department at OMI consists of the following contracted OMI employee: a full time Special Education Director, two full time Educational Specialists, two full time psychologists, two full time instructional assistants, and part time speech/language and DHH providers.

Academic Success Center Library/After-School Academic Support

The Academic Support Program provides services to students in need of assistance in order to improve their academic performance. The program consists of After School Support classes, lunch time and after school access to the Academic Success Center Library, individual tutoring, and study groups. The program helps to facilitate students in their acquisition of specific academic skill sets (reading, writing, math) that will enhance their overall learning experience in the classroom. In addition, the Academic Success Center Library exists to give students a quiet atmosphere, conducive to doing research and/or general academic study. An Academic Support Expanded Learning Program Coordinator, Program Assistant, and peer tutors are available to help guide each student's learning experience as needed. In addition, OMI has been the recipient of both ASES and 21st Century Community Learning Center grants to provide expanded learning services before school, after school, weekends, and during the summer.

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The Academic Support Coordinator oversees the Center, support classes, and other support services (required math tutoring, CAHSEE prep classes and required math tutoring). The Program Assistant assists math teachers

in their classrooms to provide additional support to struggling students, and provides supervision and support in the Center before and after school. Both staff members work with students individually to help students learn organizational skills, develop effective study habits, and improve academic skills.

The Academic Success Center Library is open before school, during lunch and after school. The Center Library includes a computer lab and virtual learning center that are open to all students to do specific computer-based research and for students who need individual help with their homework/class work.

During 1st, 2nd, 3rd, 6th, 7th, and 8th periods, the Academic Support Center is open for individual guided academic use per teacher referral and classroom use.

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 the first, second, and third quarters, a report card is given to parents in a student-led parent conference. At the end of the school year, report cards are mailed home. Parents are responsible to check the school calendar for progress report/report card issue dates and to ensure that the school registrar has up-to-date home address information. It is up to each family to ensure they have received all report cards and progress reports.

Cadets or parents who have a question regarding a grade first attempt to resolve the problem with the teacher concerned. The request for a grade review must be made in writing within one month of the grade being issued. If the dispute is not resolved, the teacher and/or cadet/parent may appeal to the Director of Instruction who will make the final decision.

Academic Progress Reporting

Report cards are issued 4 times a year, one at the end of each school quarter as designated on the school calendar. Student led parent conferences are held the first three academic quarters and report cards are given to parents at that time. Progress reports are issued 8 times a year, approximately every three weeks. All students are issued a progress report for each class that needs to be reviewed by the parent/guardian. The intention of progress reports is to ensure that all are aware of student progress. It is as important to know when a child is doing well, as well as it is to know where areas of improvement are needed. Progress reports are not mailed home.

Honor Roll

Cadets are named to the Honor Roll if they complete a quarter earning a TOTAL GPA as indicated below in their courses.

High Honors: GPA of 3.5 or better.
Honors: GPA of 3.0 or better.

Academic Probation

Full commitment to academics is mandatory. Students must try their best, pursue a standard of excellence, and ask for teacher help when needed. Any cadet who receives an "F" at any grading period is automatically placed on academic probation. Therefore, it is essential that parents remain active in their child's education, monitoring grades, speaking with teachers, and taking advantage of academic assistance.

Consequences of academic probation may include any of the following:

- Conference with the Director of Instruction as requested
- Required parent – teacher conferences
- Special mentoring
- After school or Saturday tutorial

- Ineligibility for participation in extra curricular activities, non-academic field trips and other activities determined by the Commandant.

Academic Support

A formal Academic Support class may be required as part of assignment to academic probation. Classes generally meet ~~Mondays, Wednesdays, and Fridays, after school~~ and attendance is mandatory. Parents and cadets receive written notification of assignment to Academic Support classes approximately one week after the end of each marking period. Cadets who fail to attend and take seriously Academic Support are subject to disciplinary action.

Daily/Weekly Progress Checks

Daily or weekly progress check forms are available at TAC Teams and the Main Office for cadets whose parents request such checks of attendance, academic progress, and behavior. Such checks can also be required by Cadet Success Teams, the Director of Instruction, the Commandant, or TAC Teams.

Director of Instruction Conferences

It is OMI's philosophy to provide open lines of communication between parents and the Director of Instruction. However, in an effort to accommodate the needs of the total school population, parents are asked to schedule appointments prior to coming in for a conference with the Director of Instruction. Every effort is made to schedule an appointment as quickly as possible. Parents are encouraged to first speak with a child's teacher before scheduling a conference with the Director of Instruction.

Homework

It is our belief that good study habits and consistent completion of homework are necessary for success in college. Absence from school does not excuse cadets from completing or turning in homework. 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 student learning. Cadets must complete homework assignments regularly and to the best of their ability. Homework effort and quality of homework are components of cadet grades in all academic courses. Cadets should expect to spend about 2 hours each night completing homework in the 6th through 8th grades and more time in the higher grades. Advanced Placement classes will require more homework than the typical class.

If absent, the cadet is responsible for arranging for homework assignments. Cadets are also encouraged to contact a classmate for appropriate assignments. In the event a cadet is suspended from school, the parent/guardian may request homework assignments through the school office and the school will make a reasonable attempt to provide those assignments to the parent.

Parent-Teacher Conferences

Teachers and TAC Teams will schedule parent-teacher conferences on an as-needed basis. Parents are also encouraged to schedule parent-teacher-student conferences whenever they wish to discuss academic concerns with a child's teachers. If conferences are desired, parents should call OMI and request that a teacher contact them. Teachers will strive to return all phone calls within 24 hours. Conferences may be scheduled ½ hour before school begins or after school ends.

Uniforms

The OMI uniform standards are intended to further the mission of OMI, to minimize disruption and promote the health, safety and welfare of all students.

Because OMI is a military academy and standards of personal appearance are integral to the successful operation of any military organization, a cadet's refusal to comply with established grooming and uniform regulations is regarded as an act of defiance. Therefore, all such acts of non-compliance are grounds for suspension and/or expulsion. OMI reserves the right to send home any cadet whose appearance, in the opinion of the school administration, constitutes a blatant disregard for the spirit and/or letter of these appearance/uniform standards. The administration is the final authority in determining whether a cadet's appearance warrants such consequences as being sent home to correct deficiencies, suspension, or expulsion.

OMI expects cadets to wear the complete and proper uniform on their way to and from school each day. Cadets are held accountable for their appearance and conduct both on and off campus when in uniform. OMI cadets represent themselves and the Academy at all times and are expected to do so with pride and integrity.

Grades 6-8: Promotion to the Next Grade Level

OMI is a college preparatory school 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. Students earn 5 credits for each semester class passed. Students do not receive credit if they receive an "F" in a course. Cadets who receive a semester grade of "F" in more than one course are subject to retention in their current grade.

Grade 6 Course Listing

- English Writing/Grammar
- Math
- Earth Science
- Ancient History
- Leaders of Character/Physical Education

Grade 7 Course Listing

- English Language Arts (2-periods)
- Math (2-periods)
- Life Science
- World History
- Leaders of Character/Physical Education

Grade 8 Course Listing

- English Language Arts (2-periods)
- Math (2-periods)
- American History
- Physical Science
- Leaders of Character/Physical Education

Grades 9-12: Credits Toward High School Graduation

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

Required Subjects	Class of 2010	Credits Semesters
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<i>English</i> (10 ea in Grs 9-12)	40	8 sem.
<i>Math</i>	30	6 sem.
(2 semesters per subject, Including Alg I, Alg II & Geom)		
<i>Science</i>	30	6 sem.
(Including Physical Sci., Life Sci. + 1 other)		
<i>World History</i>	10	2 sem.
<i>US History</i>	10	2 sem.
<i>Government/ Economics</i>	10	2 sem.
<i>Foreign Language</i>	20	4 sem.
<i>Visual/ Performing Arts</i>	10	2 sem.
<i>English Electives</i>	20	4 sem.
(ESL, Language Arts or Honors)		
<i>Electives</i>	40	8 sem.
(i.e.: ESL, Language Arts, Honors Eng., Art, Music)		
<i>Ldrs of Character / PE</i>	35	8 sem.
(2.5 per semester for grade 9 and 5 credits per semester for grades 10, 11, and 12)		

TOTAL 255 minimum

Note: To have 12th grade standing, cadets must have completed 185 credits prior to August 2009 enrollment.

Class of 2011 and beyond

Required Subjects	Credits	Semesters
<i>English</i> (10 ea in Grs 9-12)	40	8 sem.
<i>Math</i>	30	6 sem.
(2 semesters per subject, Including Alg I, Alg II & Geom)		
<i>Science</i>	30	6 sem.
(Including Physical Sci., Life Sci. + 1 other)		
<i>World History</i>	10	2 sem.
<i>US History</i>	10	2 sem.
<i>Government/ Economics</i>	10	2 sem.
<i>Foreign Language</i>	20	4 sem.
<i>Visual/ Performing Arts</i>	10	2 sem.
<i>English Electives</i>	20	4 sem.
(ESL, Language Arts or Honors)		
<i>Electives</i>	40	8 sem.
(i.e.: ESL, Language Arts, Honors Eng., Art, Music)		
<i>Ldrs of Character / PE</i>	40	8 sem.

TOTAL 260 minimum

Note: To have 10th grade standing, cadets must have completed 60 credits prior to enrollment for their 10th grade year. To have 11th grade standing, cadets must have completed 130 credits prior to enrollment for their 11th grade year. To have 12th grade standing, cadets must have completed 190 credits prior to enrollment for their 12th grade year.

Information to Parents

OMI provides annual notification to parents through its Handbook as to the transferability of courses to other public high schools and whether each individual course offered by OMI meets college entrance requirements.

Special Senior Electives

Some seniors take a full load of academic classes, but other seniors may have one period during the school

day with no required academic class. Those seniors are allowed to choose from a small selection of elective courses, including service as an Administrative, Office or Teacher Assistant, or Yearbook Staff.

Participation in High School Graduation

In order to graduate, participate in graduation ceremonies, and receive a diploma, students must complete all graduation requirements. In addition, students must also pass the California High School Exit Exam (CAHSEE), successfully complete a senior thesis project, and adhere to all citizenship standards.

California Scholarship Federation (C.S.F.) and California Junior Scholarship Federation (C.J.S.F.):

OMI has chapters of both the California Scholarship Federation for high school students and the California Junior Scholarship Federation for middle school students. Founded in 1921 to honor students especially outstanding in academic achievement in California's secondary schools, the Federation sets high qualifications for membership during the first three weeks of each semester. Eligibility is determined by the following criteria:

- A = 3 points
- B = 1 point.
- C grades or below are not counted

Subjects are divided into three lists:

- List 1 includes all subjects that meet a-g requirements for admission to University of California and CSU System.
- List 2 includes all other subjects which consistently require homework. At OMI, List 2 includes the LOC course.
- List 3 includes all other subjects, except Physical Education and Teacher's Aide.

Additional CSF/CJSF Policies:

- A student must earn 10 points. Seven of the 10 points must be earned in classes on Lists 1 and 2; two classes must be from List 1.
- Only five courses will be counted.
- A grade of "D" or "F" in any course disqualifies a student.

Honor membership in C.J.S.F. is earned through qualifying for membership three semesters or more during the 7th and 8th grade years and at least once during the 8th grade year. Honor members are eligible to apply for special C.J.S.F. scholarships and awards. A cadet who has been a C.J.S.F. member for six semesters earns a special 100% certificate and special notation on the permanent academic transcript.

Life membership in C.S.F. is earned through qualifying for membership four semesters or more during the sophomore and junior years and at least once during senior year. Life members are eligible to apply for special C.S.F. scholarships to many colleges in and out of California. A cadet who has been a C.S.F. member for six semesters earns a special 100% certificate and special notation on the permanent academic transcript.

National Honor Society (N.H.S.)

The National Honor Society is a national organization that recognizes outstanding academic achievement, personal character, and service to others. Students in grades 10-12 who meet the GPA requirements are invited to apply for membership. A faculty committee makes the final selection based on the published guidelines set by the national organization. Students who fail to maintain an exemplary disciplinary record may be removed from NHS, using the guidelines and procedures set by the national organization and Oakland Military Institute.

National Spanish Honor Society

OMI also has a chapter of the National Spanish Honor Society called "El Mundo Hispano." Membership in the Society is open to cadets enrolled in Spanish 3 or above with grades of B or better in all previous and current semesters of Spanish. The Society performs service to the school and participates in the National Spanish Examination which qualifies cadets for college scholarships based on their performance.

Honor Organization

The highest honor given to a company, the Honor Organization Award is given during the last week of school to that company which has achieved the highest total of points during the school year. Companies receive 100 points for each streamer they earn during the year with the exception of the STAR Test Streamer (worth either 1000 or 300 points).

Streamers are awarded weekly, monthly, and quarterly so as many as 35,000 points can be earned by companies during the year. The award includes a standing trophy and the right for each cadet in the company to wear the honor unit ribbon on the dress uniform for the duration of his/her enrollment at OMI. An appropriate bronze numeral attachment shall be awarded for subsequent awards. Points are posted by the Battalion Command Sergeant Major on an Honor Unit Bulletin board located inside the main wing of the school building. In addition, companies can award a platoon honor streamer to recognize significant achievement by a platoon.

PHILOSOPHY OF THE CITIZENSHIP PROGRAM

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

- **Character** can be complex to define, but for our purposes, character is HOW cadets live out their core values. How cadets treat themselves and others and live in the ever-changing and very demanding adult world.
- **Competence** is the ability to do your job well. While in school, a cadet's primary job is to do well in classes, but another important job is to do well in assigned leadership roles as cadet squad leaders, platoon-level leaders, company-level leaders, or battalion-level leaders.
- **Presence** is the way an individual looks, acts, dresses, walks, and talks. Leaders of presence are immediately recognized as people others want to follow for all of the right reasons.

All of these three leadership characteristics embody our definition of a cadet with good citizenship.

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

It is critical that cadets develop skills of self-discipline so that upon graduation from OMI, the character traits they have been taught at OMI can become lived reality in the adult world.

In human psychology, the theory of Behaviorism is present when a system of rewards and punishments is meted out to learners. The theories of Cognitive Psychology say that learners learn best by observing positive modeling by peers and caring adults. The theory of Socio-cultural development says that learning is best accomplished by humans having meaningful interaction with peers and more knowledgeable adults who can shape a less-experienced learner's behavior by both modeling and counseling.

The OMI Citizenship Program takes each of these theories and integrates them into a unified effort with four goals:

Goal 1: Cadets 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.

THE MERIT AND DEMERIT SYSTEM

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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.

THE MERIT AND DEMERIT SYSTEM

Cadets are at a critical developmental stage in which they require encouragement, support, motivation, nurturing, inspiration, and occasional behavior modification. Merits are reward points that acknowledge effort, enthusiasm, hard work, and contribution to the school community. Conversely, demerits are negative consequence points that are assigned to cadets for inappropriate behavior and poor choices.

Merits

Merit points are awarded when cadets make positive choices and help further the mission and goals of the Academy. Merit points are not necessarily awarded for every good deed a cadet does. Merits should not necessarily be awarded because a cadet says to an adult, "May I do something for you for merit points?" Instead, when an adult observes a cadet doing something positive and would like to recognize that behavior, the adult may choose to award merit points. Only adult staff members of the Academy may award merit points. **Both halves of the merit form must be turned into the Grizzly Exchange within one week of issue for processing.** Merit points are awarded using the following guidelines. Note in brackets after each category the adult(s) who is/are authorized to award merit points for that category.

Earning Merit Points

- One merit point may be awarded for each 15 minutes of service to the school OUTSIDE of class time (or major fraction thereof). [Any adult staff member may award.]
- One merit point (per cadet per day) may be awarded by classroom teachers for notable achievements in classroom work, such as perfect or high scores on assignments, insightful comments or questions in class discussions, obvious diligence in completing assignments or complying with classroom expectations, or for exceptional work on a class activity or assignment. [Any classroom teacher or instructional aide]
- One merit point may be awarded for participating in school spirit activities such as attending an OMI interscholastic athletic event to cheer on school-mates. [Athletic Director or his designee]
- One merit point may be awarded each time a cadet gets the Parent Bulletin entry signed in the planner. [TAC Teams will check this approximately once per quarter.]
- One merit point may be awarded for cadets who return requested documents or forms requiring parent signatures to the school office, counseling office, Director of Instruction, Superintendent's Office, or Commandant's Office within 24 hours of the form/document being given to the cadet. [Adult requesting the document/form]
- One merit point may be awarded each time a cadet participates in any club meeting. [Club moderator]
- One merit point may be awarded to a cadet who, AT BREAK TIME, successfully uses that day's Word of the Day in a complete, proper sentence demonstrating its meaning. [Administrators]
- One merit point may be awarded each time a cadet participates in Cadet Student Council (ASB) activities. [ASB Advisor]
- One merit point may be awarded for each one dollar's worth of fund-raising profit a cadet contributes to ASB fund-raising activities. [ASB Advisors].
- One merit point may be awarded for each canned food or toiletry item brought during a community service drive. One merit point per dollar's worth of toys may be awarded for each toy brought during the Christmas Toy Drive. [TAC Team]
- Five merit points may be awarded to cadets who exhibit exceptionally courteous behavior with OMI campus guests [School Administrators]
- Ten merits may be awarded to each cadet on their birthday when they are present at morning formation. [SGM]
- Up to 25 merit points may be awarded each time a cadets' parent/guardian participates in an OMI parent meeting, parent education program, or similar event. [Superintendent or designee]
- 25 merit points may be awarded by a teacher when a student scores in bands 3 or 4 on a standardized benchmark exam. [Teacher]
- Fifty merits points may be awarded each athletic season to cadets who complete an entire season as a member of an interscholastic sports team. [Athletic Director]
- Up to fifty merit points may be awarded per semester for cadets who act as Peer Mentors or Counselors [Peer Mentor Sponsor]
- Up to fifty merit points may be awarded per semester for cadets who act as Admissions Ambassadors [Admissions Director]
- Up to twenty-five merit points may be awarded at the end of each month (September through May) for exceptional performance in a cadet leadership role (squad leader, platoon, company, or battalion level leader or staff member). [TAC Officers/NCOs]
- Up to one hundred merit points may be awarded each academic quarter to any cadet based upon the GPA for that quarter/semester, provided the cadet does not have any failing grade(s) during that quarter according to the following:
 - 2.0-2.5 GPA = 10 merits
 - 2.51-2.99 = 20 merits
 - 3.0-3.49 = 30 merits

- 3.50-3.99 = 50 merits
- 4.00 or higher = 100 merits

[Director of Instruction]

- 100 merits may be awarded for each OMI STAR Test on which the cadet earns a score of PROFICIENT or higher.
- 100 merits may be awarded for each OMI STAR Test on which the cadet went up a proficiency level (only on Math or English).
- 100 merits may be awarded to Cadets of the Month (cadets may only be Cadets of the month once per year) (Commandant)

School administrators may award merit points for activities not explicitly listed in the foregoing section. If any staff member wishes to award in excess of five merits for a single cadet on a single occasion, they must have prior approval from an administrator.

Use of Merits

Cadets may use merit points to make purchases at the Grizzly Exchange (Student Store) and/or to purchase admission to special "merit trips" scheduled throughout the school year. In these circumstances, the corresponding number of merits is also "erased" from the cadet's total merit points.

NOTE POLICY CHANGE: Merits may not be used to replace required detention time.

Merits are NOT transferable to other cadets, nor are they transferable to subsequent school years. A merit tracking sheet is provided at the end of Chapter 4 of the planner to aid students in tracking merit balances.

Demerits

Demerits may only be assigned by adult staff members of the school. Demerits are earned when cadets make poor choices while on school grounds, going to or from school, or during a school sponsored activity, or while going to or from, a school-sponsored activity.

Demerits of one point are reconciled "on the spot":

These demerits are not written in a student's permanent discipline record, nor do students receive traditional pink demerit slips. Instead, the cadet must choose exactly ONE of the following five consequences after discussion and counseling by the assigning adult. The adult has the discretion to eliminate one or more of the options if those options have proven ineffective in previous offenses with that cadet:

- 10 push ups
- 20 four-count jumping jacks
- A 75-100 word one paragraph reflection on the infraction and the plan to avoid such infractions in the future
- A 15 minute detention arranged at a time convenient to the teacher that does not conflict with other cadet duties
- Classroom or campus clean up for 15 minutes

Demerits of two or more points:

These demerits remain on that cadet's citizenship record for the year and are considered in determining whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to dismissal. Any violation deemed serious enough to earn 10 demerits may lead to an immediate recommendation for suspension or expulsion.

The cadet's total number of permanent demerits earned in that school year is the determining factor in whether a cadet is considered for placement on disciplinary probation, strict disciplinary probation, or is subject to dismissal.

Demerits must be turned into the demerit collection box within one school day of being issued for processing. A cadet will be informed when he/she is being given a 2-10 point demerit, for what reason, and the cadet will have the opportunity to tell the staff member his/her version of events prior to the issuance of the demerit. Staff members must give the cadet their portion of the demerit immediately upon the infraction, but in no case shall this occur more than one school day after the infraction.

Cadets being assigned 2, 3, or 4 point demerits for serious uniform infractions will not necessarily be issued a pink demerit half; however, the adult issuing that demerit will make every effort to make a notation in the cadet's planner.

When a staff member assigns a demerit of two or more points, that staff member will make every effort to record that demerit in the student's planner so that parents can be aware of the infraction. If a staff member is not able to record the infraction in the planner, that staff member will make an attempt to contact the parent to notify them by telephone or email.

If a student refuses to comply with an adult's directive to correct a one point "on the spot" demerit, the student will be issued a 2 point demerit (code #24) for insubordination. Depending on a cadet's demeanor, the issuing adult may also elect to issue a 3 or 4 point demerit (code #25 or #26).

Demerit Printouts – At each progress report and quarter/semester report card on the dates noted in the school calendar, cadets receive a printout of their accumulated demerits. It is the responsibility of cadets to take this printout home and the responsibility of parents to ask their cadets for the printout on the days indicated in the school calendar and/or Parent Bulletin.

In addition, each Monday that school is in session, students will have their total number of permanent demerits recorded in their planner on the page where parents sign to indicate they have received the weekly parent bulletin. It is the responsibility of parents to ask their cadets for the planner each Monday so parents can see the total number of permanent demerits their child has accumulated.

Demerit Appeals – If a cadet believes s/he was given a demerit unjustly or in error, s/he must complete a Demerit Appeal Form in its entirety and turn it in to the Dean of Students' mailbox by the end of the school day (generally Wednesday) that those demerits that appear on the detention list. No late appeals will be accepted. The Demerit Appeal Form requires cadets to state the reason(s) they believe the demerit should be removed and have the adult who issued the demerit certify that the cadet has discussed the demerit with the adult who initially issued the demerit. Copies of Demerit Appeal Forms are maintained in each LOC classroom. The Demerit Appeal Form will be reviewed by the Dean of Students, who may meet with or gather more information from the cadet and the adult who issued the demerit, and the decision of the Dean regarding the appeal will be communicated on the posted detention list. The TAC Team will receive and file the completed Demerit Appeal Form in the cadet's company citizenship file. See the Appendix for a copy of this form.

List of Demerits and Demerit Codes
(Demerit Codes are numbered from 1 to 100)

Minor Infractions – One (1) point demerits

1. failure to return a requested document by the deadline, including absence excuse from parent
2. tardy to class or formation (A cadet is tardy to class if they are not standing in their assigned place in line ready to enter the classroom by the ringing of the first tone of the tardy bell. A cadet is tardy to formation if they are not standing in their assigned place in formation by the ringing of the first tone of the tardy bell)
3. talking in class or formation without permission

4. minor uniform/appearance violations or violation of relaxed dress policies (cadets may lose relaxed dress privileges for the remainder of the school year at the discretion of the Dean of Students)
5. general class misconduct (receiving 3 or more warnings in middle school classrooms)
6. littering or leaving an eating area in disorder
7. sleeping in class
8. failure to follow directions or arguing disrespectfully with an adult
9. lack of preparation for class (materials, missing homework, etc)
10. out of class w/o a completely filled out hall pass
11. textbook not covered
12. chewing gum at any time on campus or at a school event (this includes chewing objects, or giving the appearance of chewing gum or other objects)
13. eating food/candy in formation or a school building without permission
14. abandonment of property OR failure to check company message bulletin board
15. spitting (in a place other than a garbage can)
16. inattention in class
17. failure to show military courtesy
18. minor violation of rules/policies in the Cadet/Parent handbook
19. possession and/or use of a cell phone, or other electronic device outside of authorized use, including headphones (the device is subject to confiscation and will be returned only to a parent/guardian)
20. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

Moderately Serious Offenses – Two (2), Three (3) or Four (4) point demerits, at the discretion of the Dean of Students

21. inappropriate language or obscene gestures – 2 pts (Note for demerit codes 21-26: offensive language includes such as calling someone “gav” or “retarded” or racist comments)
22. inappropriate language or obscene gestures – 3 pts
23. inappropriate language or obscene gestures – 4 pts
24. insubordination or disrespect toward others, including written, physical, verbal, or electronic (this includes not following directions a second time for the same offense, such as chewing gum in the same teacher’s class after a previous warning) – 2 pts
25. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 3 pts
26. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 4 pts
27. not having school planner – 2 pts
28. withholding the truth – 3 pts
29. withholding the truth – 4 pts
30. neglect of duty – 2 pts (to include failure to attend an after school interscholastic team practice without prior communication with the coach)
31. neglect of duty – 3 pts
32. selling items for personal profit on campus without permission – 4 pts
33. copying another person’s homework or in-class assignment other than a quiz or test – 2 pts
34. copying another person’s homework or in-class assignment other than a quiz or test – 3 pts
35. copying another person’s homework or in-class assignment other than a quiz or test – 4 pts

- 36. improper care of school property – 2 pts
- 37. improper care of school property – 3 pts
- 38. improper care of school property – 4 pts
- 39. out of bounds, including exiting and entering through an unauthorized door or gate – 2 pts
- 40. disrespect to a guest teacher – 4 pts
- 41. failure to attend academic support or detention – 4 pts
- 42. extreme uniform violation (including defacing any OMI headgear) – 2 pts
- 43. extreme uniform violation – 3 pts
- 44. extreme uniform violation, including improper wear of uniform off campus – 4 pts
- 45. horseplay, including not keeping hands to oneself – 2 pts
- 46. horseplay, including not keeping hands to oneself – 3 pts
- 47. horseplay, including not keeping hands to oneself – 4 pts
- 48. public displays of affection – 2 pts
- 49. public displays of affection – 3 pts
- 50. public displays of affection – 4 pts
- 51. failure/refusal to render appropriate honors to the nation – 2 pts
- 52. failure/refusal to render appropriate honors to the nation – 3 pts
- 53. failure/refusal to render appropriate honors to the nation – 4 pts
- 54. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 2 pts
- 55. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 3 pts
- 56. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 4 pts
- 57. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above or for the second offense of a documented one point demerit (other demerit of 2 pts)
- 58. third offense of a documented one point demerit or other demerit of 3 pts
- 59. fourth offense of a documented one point demerit or other demerit of 4 pts

SERIOUS OFFENSES – Five (5) point demerits

Most of these could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

- 60. lying
- 61. cheating on quizzes or tests
- 62. plagiarism
- 63. significant classroom disruption after repeated warnings or significant disruption at an off-campus school activity
- 64. willful disobedience or defiance
- 65. ditching – not being in assigned classroom but being somewhere else on campus without permission
- 66. violation of the Computer Network Use Agreement or recording activities on campus without administrative approval
- 67. minor physical altercation and/or minor act of aggression, including “flipping” of backpacks
- 68. forgery (first offense)
- 69. disobedience during a fire drill or other emergency drill
- 70. gambling
- 71. possession of permanent marker/spray paint
- 72. play fighting, including water fights and food fights
- 73. cheering on a fight
- 74. being a witness to an act of bullying, harassment, or other serious misconduct and not reporting it to an adult
- 75. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

VERY SERIOUS OFFENSES – Ten (10) point demerits

Any of these could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

- 76. theft, robbery, or extortion or possession of stolen articles (or attempted theft or robbery) including possession of a garrison or flex-fit cap with a name lined out or using another person’s identification card to purchase items from Café OMI
- 77. destruction of school or private property, graffiti/tagging
- 78. truancy – off campus without permission
- 79. fighting or major physical altercation
- 80. forgery (second and subsequent offenses)
- 81. tampering with the school’s attendance/grading system or merit/demerit system
- 82. possession, selling, or otherwise providing any weapon or imitation weapon including laser pens
- 83. unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled or illegal substances, including prescribed medication

84. delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled or illegal substances but were not such items
85. unlawfully possessing, offering, arranging for, or negotiating to sell any drug items or paraphernalia such as pipes, cigars, bongs, or any item with drug innuendo (e.g. lighter or phone with marijuana leaf)
86. possessing, providing, or using tobacco or any item containing tobacco or nicotine products
87. arson or possession of an incendiary device, including matches or a lighter
88. obscenity, including possession or viewing of pornography, vulgar language, racial slurs, behaviors, or gestures, including by electronic means
89. extreme disruption or defiance (includes recording of inappropriate campus activities for the purpose of posting to the internet)
90. sexual harassment, harassment or hazing, including by electronic means
91. hate crimes
92. assault/battery
93. gang activity
94. fraternization (inappropriate relationship between an upper class cadet and a lower class cadet)
95. cheating on semester exam or exam of similar importance
96. false fire alarm or tampering with school safety/security system, including fire extinguishers
97. destruction of, tampering with, or stealing a teacher's grade book or a teacher's personal property
98. bullying, threats, or intimidation of others, including doing so by electronic means
99. making terrorist threats against school officials or property or both
100. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

DETENTION

Cadets earn 15 minutes of detention for each demerit. Detentions are held on select Saturdays from 0730-1530 as noted in the school calendar. When practical, parents and cadets may receive a Detention Notice in the form of a special "DETENTION ASSIGNED" STAMP in the cadet's planner not later than Thursday before the assigned detention. Detention lists will be posted on company bulletin boards by the Wednesday prior to scheduled Saturday detention sessions. Posted lists contain student ID numbers but not student names. Students are expected to know their student number so they can properly identify whether they have earned detention. Cadets must check these lists sometime during the day Wednesday. Two through ten point demerits require detention but those demerits remain on a cadet's cumulative demerit total. NOTE POLICY CHANGE: Merits may not be used to replace required detention time. Failure to attend an assigned detention results in an immediate preliminary discipline board hearing.

Cadets tardy to detention receive no credit for the time they are late. Cadets more than 30 minutes late to detention will not be admitted to the detention session and will automatically be referred to a preliminary discipline board hearing.

Beginning with the 2013-2014 school year, there are no longer any weekly detention sessions.

Generally, detention consists of cadets being required to sit in silence for the duration of the detention period. No talking, sleeping, eating, or drinking is allowed. As appropriate, cadets will receive individual or small group counseling about better conduct choices. Cadets are expected to bring a silent reading book for detention. Failure to follow directions during detention results in detention time being negated.

All cadets must wear their correct/complete PT uniform to detention. Failure to do so results in additional demerits or denial of admission to the detention session

NOTE REGARDING ACCUMULATION OF DEMERITS

It should be noted that sometimes a cadet accumulates permanent demerits so quickly that the following interventions cannot be implemented in a timely manner. OMI will make every effort to comply with the provisions of the aforementioned interventions, but ultimately, parents are responsible for monitoring their child's demerit total by reviewing the weekly planner notations and/or contacting the TAC Team and/or reviewing citizenship records on the school's web-based student information service.

CADETS WHO ENTER OMI AT TIMES OTHER THAN THE FIRST DAY OF SCHOOL

The Dean may determine that a cadet who enrolls in OMI at a time other than the beginning of the academic year is subject to dismissal at a point proportional to their date of enrollment. In other words, if a cadet enrolls at the end of the first semester, the cadet would be subject to dismissal at 20 demerits. Generally, OMI does not accept cadets after the start of the academic year; however, should such an enrollment occur, the cadet and parent will be notified in writing of the proportional number of allowable demerits at the time of enrollment.

ACTIONS LEADING TO DISCIPLINARY PROBATION

(10 DEMERIT LEVEL)

When a cadet accumulates 10 permanent demerit points in an academic year, the school will mail a letter to the address on file detailing the 10 permanent demerits. Parents will be encouraged to contact the TAC team to schedule a meeting with the cadet, the parent, and TAC team to help the cadet improve his/her conduct. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received. If a cadet accumulates 10 permanent demerits in the first quarter of the school year, that cadet may be subject to a preliminary discipline board hearing.

A written record of the "intervention" for 10 point demerit accumulation shall be recorded in the cadet's Student Information System file.

(20 DEMERIT LEVEL)

When a cadet accumulates 20 permanent demerit points in an academic year, the cadet and parent will meet with a Cadet Success Team. This team will provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences. A copy of the written Disciplinary Probation plan will also be signed by the parent and student. When a cadet accumulates 20 or more permanent demerits in the first semester, s/he may be subject to a preliminary discipline board hearing.

Consequences from which the Cadet Success Team will select for disciplinary probation and strict disciplinary probation include, but are not limited to the requirement that cadets

1. complete school service or additional duties (café OMI duty, flag details, campus clean up, etc) (such service does not qualify for awards or decorations.)
2. be restricted from participating in extra-curricular activities or trips. If a cadet has already paid for such activities, refunds will only be granted at the discretion of the Superintendent. Such payments are also not transferable to another cadet.
3. be restricted from participation in CAB activities, including dances.
4. be restricted by coaches or sponsors from trying out for interscholastic sports teams, drama productions, or other activities in which s/he represents the school.
5. have a daily and/or weekly progress check form.
6. attend a weekly counseling session with a member of the TAC team.
7. participate in peer mentoring/counseling sessions as directed.
8. be demoted in rank
9. be removed from leadership positions they currently hold.
10. complete an anger management, conflict mediation, drug or alcohol intervention or similar program

Such probationary terms may be enacted for a period ranging from one quarter to the remainder of the school year. A written record of the "intervention" for 20 point demerit accumulation and assignment to Disciplinary Probation shall be recorded in the cadet's Student Information System file.

After the probationary period is completed, a cadet regains the privileges lost but is subject to Strict Disciplinary Probation if s/he accumulates additional demerits.

APPROACHING STRICT DISCIPLINARY PROBATION

(25 DEMERIT LEVEL)

When a cadet accumulates 25 or more permanent demerit points in an academic year, the school will mail a letter to the address on file detailing the 25 permanent demerits. Parents will be encouraged to contact the school to schedule a meeting with the cadet, the parent, and TAC team to help the cadet improve his/her conduct. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received. A written record of the "intervention" for 25 point demerit accumulation shall be recorded in the cadet's Student Information System file.

STRICT DISCIPLINARY PROBATION

(30 DEMERIT LEVEL)

When a cadet accumulates 30 demerit points in an academic year, the cadet and his/her parent will appear before the Commandant or his designee who will review the 30 permanent demerits, provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of strict disciplinary probation consequences. A copy of a written Strict Disciplinary Probation plan will also signed by the parent and cadet. Consequences from which the Commandant will select include those noted above. Note that cadets who reach 30 demerits prior to the start of the third quarter are subject to a preliminary discipline board hearing. A written record of the "intervention" for 30 point demerit accumulation and assignment to Strict Disciplinary Probation shall be recorded in the cadet's Student Information System file.

PRELIMINARY DISCIPLINE BOARD

(35 DEMERIT LEVEL)

A cadet who accumulates 35 or more demerits in a school year will have a preliminary discipline board hearing to explain the implications of reaching 40 demerits. The hearing will be conducted by the Commandant or Dean of Students and will include the cadet's TAC Team and/or one or more certificated staff members. Cadet non-commissioned officers and cadet commissioned officers are subject to demotion and/or removal from leadership positions if they accumulate more than 35 demerits. A written record of the "intervention" for 35 point demerit accumulation and Preliminary Discipline Board Hearing shall be recorded in the cadet's Student Information System file.

NOTE: During all disciplinary proceedings the cadet will have the opportunity to respond to demerits received.

DISMISSAL AND THE DISCIPLINE BOARD

(40+ DEMERIT LEVEL)

A cadet who accumulates 40 or more demerits in a school year is subject to immediate recommendation for dismissal. In such cases, a Discipline Board Hearing will be held at which no less than 3 certificated members of the OMI staff shall consider whether to recommend expulsion or, whether an alternative to an expulsion is appropriate. The Discipline Board can recommend continued enrollment at OMI with special provisions such as an extension of Strict Disciplinary Probation, an allowance for a cadet to finish a grading period prior to dismissal, loss of special activities such as prom, 8th grade graduation ceremony, etc., and/or an allowance for additional demerits prior to another Discipline Board hearing. The Discipline Board may also require a cadet to complete school service to receive decrements of demerits or may require attendance at specified workshops or counseling sessions. Cadets who entered OMI at a time other than the start of the academic year may be subject to a Discipline Board hearing at less than 40 demerits as determined upon initial enrollment.

The members of the Discipline Board may considers alternatives to suspension or expulsion, including behavior contracts, Summer Camp, Saturday School, on-campus suspension, campus clean up duties, and/or community service.

Special Considerations for Seniors: In the case of seniors, the Discipline Board is required to seriously consider alternatives to expulsion. Such alternatives can include revocation of senior privileges such as first in the lunch line, etc. It can also include

~~loss of participation in special events such as senior swim night, prom, grad night, and the senior reception and graduation ceremonies.~~

~~Cadets are at a critical developmental stage in which they require encouragement, support, motivation, nurturing, inspiration, and occasional behavior modification. Merits are reward points that acknowledge effort, enthusiasm, hard work, and contribution to the school community. Conversely, demerits are negative consequence points that are assigned to cadets for inappropriate behavior and poor choices.~~

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~~Earning Merit Points~~

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- ~~• One merit point (per cadet per day) may be awarded by classroom teachers for notable achievements in classroom work, such as perfect or high scores on assignments, insightful comments or questions in class discussions, obvious diligence in completing assignments or complying with classroom expectations, or for exceptional work on a class activity or assignment. [Any classroom teacher or instructional aide]~~
- ~~• One merit point may be awarded for participating in school spirit activities such as attending an OMI interscholastic athletic event to cheer on school mates. [Athletic Director or his designee]~~
- ~~• One merit point may be awarded each time a cadet gets the Parent Bulletin entry signed in the planner. [TAC Teams will check this approximately once per quarter.]~~
- ~~• One merit point may be awarded for cadets who return requested documents or forms requiring parent signatures to the school office, counseling office, Director of Instruction, Superintendent's Office, or Commandant's Office within 24 hours of the form/document being given to the cadet. [Adult requesting the document/form]~~
- ~~• One merit point may be awarded each time a cadet participates in any club meeting. [Club moderator]~~
- ~~• One merit point may be awarded each time a cadet participates in Cadet Activity Board (CAB) activities. [CAB Advisors]~~
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- ~~• Ten merits may be awarded to each cadet on their birthday when they are present at morning formation. [Commandant]~~
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- ~~• 25 merit points may be awarded by a teacher when a student scores in bands 3 or 4 on a standardized benchmark exam.~~
- ~~• Fifty merit points may be awarded each athletic season to cadets who complete an entire season as a member of an interscholastic sports team. [Athletic Director]~~
- ~~• Up to fifty merit points may be awarded per semester for cadets who act as Peer Mentors or Counselors [Peer Mentor Sponsor]~~
- ~~• Up to fifty merit points may be awarded per semester for cadets who act as Admissions Ambassadors [Admissions Director]~~

- Up to ten merit points may be awarded at the end of each month (September through May) for exceptional performance in a cadet leadership role (squad leader, platoon, company, or battalion level leader or staff member). [TAC Officers/NCOs]
- Up to one hundred merit points may be awarded each academic quarter to any cadet based upon the GPA for that quarter/semester, provided the cadet does not have any failing grade(s) during that quarter according to the following:
 - 2.0-2.5 GPA = 10 merits
 - 2.51-2.99 = 20 merits
 - 3.0-3.49 = 30 merits
 - 3.50-3.99 = 50 merits
 - 4.00 or higher = 100 merits

[Director of Instruction or designee]

- 100 merits may be awarded for each OMI-STAR Test on which the cadet earns a score of PROFICIENT or higher.
- 100 merits may be awarded for each OMI-STAR Test on which the cadet went up a proficiency level (only on Math or English).
- 100 merits may be awarded to Cadets of the Month (cadets may only be Cadets of the month once per year) (Commandant)

School administrators may award merit points for activities not explicitly listed in the foregoing section. If any staff member wishes to award in excess of five merits for a single cadet on a single occasion, they must have prior approval from an administrator.

Use of Merits

Merits can be used for three major purposes:

1. Cadets may opt to "reconcile" active demerits (see definition of active demerits in the next section) with merit points which allows a cadet to waive the commensurate amount of "detention" time. In these circumstances, the corresponding number of merits is "erased" from the cadet's total merit points. To accomplish this process, cadets must contact their Company Support NCO BEFORE scheduled detention time.
2. Cadets may use merit points to make certain purchases at the Cadet Merit Store. Items that can be purchased with merit points are clearly marked. In these circumstances, the corresponding number of merits is also "erased" from the cadet's total merit points.
3. Beginning May 1 of each academic year, cadets may purchase special privileges with their remaining merit points. The school administration will announce privileges which can be purchased with merit points and their corresponding "cost."

On May 1 of each year, cadets who have accumulated 1000 or more merits are eligible for the ESSAYONS Ribbon. The cadet with the most "unspent" merits in the school is awarded the Bradford Jones Citizenship Plaque. Merits are NOT transferable to other cadets, nor are they transferable to subsequent school years.

Demerits

Demerits may only be assigned by adult staff members of the school. Demerits are earned when cadets make poor choices while on school grounds, going to or from school, during lunch period (on or off campus), or during a school sponsored activity, or while going to or from, a school sponsored activity. There are two categories of demerits: ACTIVE demerits and RECONCILED demerits.

Active demerits are those demerits for which a cadet has not served detention or for which the cadet has not used merit points.

Reconciled demerits are those accumulated in an academic year that have been reconciled with detention, but which remain on a cadet's citizenship record for that academic year.

Currently, the list of offenses for which cadets can receive demerits is as follows:

1 point demerits — minor infractions

1. failure to return a requested document by the deadline, including absence excuse from parent
2. tardy to class or formation (A cadet is tardy to class if they are not standing in their assigned place in line ready to enter the classroom by the ringing of the first tone of the tardy bell. A cadet is tardy to formation if they are not standing in their assigned place in formation by the ringing of the first tone of the tardy bell)
3. talking in class or formation without permission
4. minor uniform/appearance violations or violation of relaxed dress policies (cadets may lose relaxed dress privileges for the remainder of the school year at the discretion of the Dean of Students)
5. general class misconduct (receiving 3 or more warnings in middle school classrooms)
6. littering or leaving an eating area in disorder
7. sleeping in class
8. failure to follow directions
9. lack of preparation for class (materials, missing homework, etc)
10. out of class w/o a completely filled-out hall pass
11. textbook not covered
12. chewing gum at any time on campus or at a school event (this includes chewing objects, or giving the appearance of chewing gum or other objects)
13. eating food/candy in formation or a school building without permission
14. abandonment of property OR failure to check company message bulletin board
15. spitting (in a place other than a garbage can)
16. inattention in class
17. failure to show military courtesy
18. minor violation of rules/policies in the Cadet/Parent handbook
19. possession /use of a cell phone, or other electronic device (the device is subject to confiscation and will be returned only to a parent/guardian)
20. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

2, 3 or 4 point demerits at discretion of the Director of Student Affairs — Moderately serious offenses

21. inappropriate language or obscene gestures — 2 pts
22. inappropriate language or obscene gestures — 3 pts
23. inappropriate language or obscene gestures — 4 pts
24. insubordination or disrespect toward others, including written, physical, verbal, or electronic — 2 pts
25. insubordination or disrespect toward others, including written, physical, verbal, or electronic — 3 pts
26. insubordination or disrespect toward others, including written, physical, verbal, or electronic — 4 pts
27. withholding the truth — 2 pts
28. withholding the truth — 3 pts
29. withholding the truth — 4 pts
30. neglect of duty — 2 pts
31. neglect of duty — 3 pts
32. selling items for personal profit on campus without permission — 4 pts
33. copying another person's homework or in class assignment other than a quiz or test — 2 pts
34. copying another person's homework or in class assignment other than a quiz or test — 3 pts
35. copying another person's homework or in class assignment other than a quiz or test — 4 pts
36. improper care of school property — 2 pts
37. improper care of school property — 3 pts
38. improper care of school property — 4 pts
39. out of bounds — 2 pts
40. disrespect to a guest teacher — 4 pts

- 41. failure to attend academic support—4 pts
- 42. extreme uniform violation (including defacing any OMI headgear)—2 pts
- 43. extreme uniform violation—3 pts
- 44. extreme uniform violation, including improper wear of uniform off campus—4 pts
- 45. horseplay, including not keeping hands to oneself—2 pts
- 46. horseplay, including not keeping hands to oneself—3 pts
- 47. horseplay, including not keeping hands to oneself—4 pts
- 48. public displays of affection—2 pts
- 49. public displays of affection—3 pts
- 50. public displays of affection—4 pts
- 51. failure/refusal to render appropriate honors to the nation—2 pts
- 52. failure/refusal to render appropriate honors to the nation—3 pts
- 53. failure/refusal to render appropriate honors to the nation—4 pts
- 54. inappropriate conduct during formations, ceremonies, assemblies, or Pass-in-Reviews—2 pts
- 55. inappropriate conduct during formations, ceremonies, assemblies, or Pass-in-Reviews—3 pts
- 56. inappropriate conduct during formations, ceremonies, assemblies, or Pass-in-Reviews—4 pts
- 57. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above (other demerit of 2 pts)
- 58. other demerit of 3 pts
- 59. other demerit of 4 pts

5 point demerits—serious offenses, most of which could be grounds for suspension/expulsion in addition to the demerits—ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

- 60. lying
- 61. cheating on quizzes or tests
- 62. plagiarism
- 63. significant classroom disruption after repeated warnings
- 64. willful disobedience or defiance
- 65. ditching—not being in assigned classroom but being somewhere else on campus
- 66. violation of the Computer Network Use Agreement or recording activities on campus without administrative approval
- 67. minor physical altercation and/or minor act of aggression
- 68. forgery (first offense)
- 69. disobedience during a fire drill or other emergency drill
- 70. gambling
- 71. possession of permanent marker/spray paint
- 72. play fighting, including water fights and food fights
- 73. cheering on a fight
- 74. being a witness to an act of bullying, harassment, or other serious misconduct and not reporting it to an adult
- 75. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

10 point demerits—very serious offenses, any of which could be grounds for suspension/expulsion in addition to the demerits—ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

- 76. theft, robbery, or extortion or possession of stolen articles (or attempted theft or robbery) including possession of a garrison or flex-fit cap with a name lined out or using another person's identification card to purchase items from Café OMI.
- 77. destruction of school or private property, graffiti/tagging
- 78. truancy—off campus without permission
- 79. fighting
- 80. forgery (second and subsequent offenses)
- 81. tampering with the school's attendance/grading system or merit/demerit system

- ~~82. possession, selling, or otherwise providing any weapon or imitation weapon including laser pens~~
- ~~83. unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substances, including prescribed medication~~
- ~~84. delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items~~
- ~~85. unlawfully possessing, offering, arranging for, or negotiating to sell any drug items~~
- ~~86. possessing, providing, or using tobacco or any item containing tobacco or nicotine products~~
- ~~87. arson~~
- ~~88. obscenity, including possession or viewing of pornography, vulgar language, behaviors, or gestures~~
- ~~89. extreme disruption or defiance (includes recording of inappropriate campus activities for the purpose posting to the internet)~~
- ~~90. sexual harassment, harassment or hazing~~
- ~~91. hate crimes~~
- ~~92. assault/battery~~
- ~~93. gang activity~~
- ~~94. fraternization (inappropriate relationship between an upperclass cadet and a lower class cadet)~~
- ~~95. cheating on semester exam or exam of similar importance~~
- ~~96. false fire alarm or tampering with school safety/security system, including fire extinguishers~~
- ~~97. destruction of, tampering with, or stealing a teacher's grade book or a teacher's personal property~~
- ~~98. bullying, threats, or intimidation of others~~
- ~~99. making terrorist threats against school officials or property or both~~
- ~~100. _____ this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above~~

The above list is subject to modification at the discretion of the school administration.

Accumulated demerits, both reconciled and active, are considered part of a cadet's total demerit count for an academic year. Once a cadet has earned a demerit, it remains on that cadet's citizenship record for the year and is considered in determining whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to dismissal. Any violation deemed serious may lead to an immediate recommendation for suspension or expulsion.

The cadet's total number of demerits earned in that school year is the determining factor in whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to dismissal.

Demerits must be turned into the Dean of Students within one school day of being issued for processing. A cadet will be informed when he/she is being given a demerit, for what reason, and the cadet will have the opportunity to tell the staff member his/her version of events prior to the issuance of the demerit.

Demerits are also automatically issued for each unexcused tardy.

Demerit Printouts—Approximately once a month as noted in the school calendar, cadets receive a printout of their accumulated demerits. It is the responsibility of cadets to take this printout home and the responsibility of parents to ask cadets for the printout on the days indicated in the school calendar and/or Parent Bulletin.

Demerit Appeals—If a cadet believes s/he was given a demerit unjustly or in error, s/he must complete a Demerit Appeal Form in its entirety and turn it in by HAND CARRYING the form to the Director of Student Affairs by the end of the school day (generally Thursday) that the demerits appear on the detention list. No late appeals will be accepted. The Demerit Appeal Form requires cadets to state the reason(s) they believe the demerit should be removed and to certify that they have discussed the demerit with the adult who initially issued it and unsuccessfully appealed the demerit to the issuing adult. Copies of Demerit Appeal Forms are maintained in each LOC classroom. The Demerit Appeal Form will be reviewed by the Director of Student Affairs, who may meet with or gather more information from the cadet and the adult who issued the demerit, and the results of the appeal will be communicated on the posted detention list. The Support NCO will receive and file the Demerit Appeal Form in the cadet's company citizenship file. See the Appendix for a copy of this

form:

DISCIPLINARY PROBATION, STRICT PROBATION, AND DISMISSAL

Each 5 or 10 point demerit earned results in a phone call home from the cadet's TAC Team. In cases where a TAC Team is unable to reach a parent, a written copy of the infraction will be mailed to the cadet's home address of record.

When a cadet accumulates 5 demerit points in an academic year, a parent/TAC Team teleconference will be attempted to discuss the cadet's citizenship record. If no successful teleconference can be held, the TAC Team will mail a letter to the address on file explaining the attempt made to conduct that conference telephonically. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 10 demerit points in an academic year, another parent/TAC Team teleconference will be attempted to discuss the cadet's citizenship record. If no successful teleconference can be held, the TAC Team will mail a letter to the address on file explaining the attempt made to conduct that conference telephonically. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 15 demerit points in an academic year, another parent/TAC Team teleconference will be attempted to discuss the cadet's citizenship record. If no successful teleconference can be held, the TAC Team will mail a letter to the address on file explaining the attempt made to conduct that conference telephonically. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 20 demerit points in an academic year, the cadet will appear before a Cadet Citizenship Council the Company First Sergeants and Battalion Sergeant Major and elected cadets from each company. This Council will provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences. A copy of the written Disciplinary Probation plan will also be sent home to be signed by the parent.

Consequences from which the Cadet Citizenship Council will select for disciplinary probation and strict disciplinary probation include, but are not limited to the requirement that cadets

1. complete school service or additional duties (caf  OMI duty, flag details, campus clean up, etc) (such service does not qualify for awards or decorations.)
2. be restricted from participating in extra-curricular activities or trips. If a cadet has already paid for such activities, refunds will only be granted at the discretion of the Commandant. Such payments are also not transferable to another cadet.
3. be restricted from participation in CAB activities, including dances.
4. be restricted by coaches or sponsors from trying out for interscholastic sports teams, drama productions, or other activities in which s/he represents the school.
5. have a daily and/or weekly progress check form.
6. attend a weekly counseling session with a member of the TAC team.
7. participate in peer mentoring/counseling sessions as directed.
8. be demoted in rank
9. be removed from leadership positions they currently hold.
10. complete an anger management, conflict mediation, drug or alcohol intervention or similar program

Such probationary terms may be enacted for a period ranging from one quarter to the remainder of the school year.

After the probationary period is completed, a cadet regains the privileges lost but is subject to Strict Disciplinary Probation if s/he accumulates additional demerits.

When a cadet accumulates 25 or more demerit points in an academic year, the TAC Team holds a parent conference. During this conference, the parent will be reminded of the implications of dismissal and the action plan to avoid further demerits. During this and all conferences and hearings, the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 30 demerit points in an academic year, the cadet will appear before a Cadet Citizenship Council the Company First Sergeants and Battalion Sergeant Major and elected cadets from each company. This Council will provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences. A copy of a written Strict Disciplinary Probation plan will also be sent home to be signed by the parent. Consequences from which the Cadet Citizenship Council will select include those noted above.

A cadet who accumulates 35 or more demerits in a school year will have a preliminary discipline board hearing to explain the implications of reaching 40 demerits. The hearing will be conducted by the Commandant or the Commandant's designee. Cadet non-commissioned officers and cadet commissioned officers are subject to demotion and/or removal from leadership positions if they accumulate more than 35 demerits.

NOTE: During all conferences and hearings the cadet will have the opportunity to respond to demerits received.

CADETS WHO ENTER OMI AT TIMES OTHER THAN THE FIRST DAY OF SCHOOL

The Commandant may determine that a cadet who enrolls in OMI at a time other than the beginning of the academic year is subject to dismissal at a point proportional to their date of enrollment. In other words, if a cadet enrolls at the end of the first semester, the cadet would be subject to dismissal at 20 demerits. Generally, OMI does not accept cadets after the start of the academic year; however, should such an enrollment occur, the cadet and parent will be notified in writing of the proportional number of allowable demerits at the time of enrollment.

DISMISSAL AND THE DISCIPLINE BOARD

A cadet who accumulates 40 or more demerits in a school year is subject to immediate recommendation for dismissal. In such cases, a Discipline Board Hearing will be held at which no less than 3 certificated members of the OMI staff shall consider whether to recommend expulsion or, whether an alternative to an expulsion is appropriate. The Discipline Board can recommend continued enrollment at OMI with special provisions such as an extension of Strict Disciplinary Probation, an allowance for a cadet to finish a grading period prior to dismissal, loss of special activities such as prom, 8th grade graduation ceremony, etc., and/or an allowance for additional demerits prior to another Discipline Board hearing. The Discipline Board may also require a cadet to complete school service to receive decrements of demerits or may require attendance at special workshops or counseling sessions.

Gadets who entered OMI at a time other than the start of the academic year may be subject to a Discipline Board hearing at less than 40 demerits as determined upon initial enrollment.

Special Considerations for Seniors: In the case of seniors, the Discipline Board is required to seriously consider alternatives to expulsion. Such alternatives can include revocation of senior privileges such as first in the lunch line, etc. It can also include loss of participation in special events such as senior swim night, prom, grad night, and the senior reception and graduation ceremonies.

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. Our school strives to become a 21st century model of best

practices for enhancing student achievement.

OMI strives 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 to access 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 on-line courses and resources are also used.

~~Currently, OMI uses an online academic support site — Study Island — to enhance student learning across disciplines and to help prepare students for the CAHSEE. In addition, advanced technology is also used to enhance and expand the laboratory experience for students in science courses. Fine arts classes are also making use of the variety of fine arts specific computer resources to enhance teaching and 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 to make important connections with/contribution to the larger community. By participating in these activities, students are expanding their personal growth through making important connections with others and contributing 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 ~~after-school~~ clubs, evening social events, interscholastic sports, and intramural sports, supervised by teachers and parent volunteers. ~~Currently, clubs include: the Spanish Club, the Math and Science Club, and the Spoken Word Club.~~ Driven by student interest, these activities may change from year to year. OMI is proud that a school the size of OMI can provide a very appropriate range of Extra and Co-Curricular activities.

Commitment to Continual Improvement

~~OMI is very proud of the detailed action plan developed throughout the WASC accreditation process last year. The faculty came together for months to analyze student performance data, discuss research, and draw conclusions. The plan focuses almost entirely on professional development. This plan covers multiple years of improvement and learning, but it will likely be adjusted each year as data is continually evaluated. The plan is focused on student achievement, has a targeted approach based on data analysis, and will serve our students well.~~

~~The plan is already in place and is being implemented. The funding to support the plan has been reserved and approved by the OMI board. In the summer of 2008, almost all faculty took part in professional development. The process has continued throughout the current school year. Literally hundreds of thousands of dollars have been earmarked for the WASC action plan initiatives and already nearly \$80,000 has been spent between July and December, 2008.~~

~~OMI is a good school today and insists on being a great school in the years to come. The OMI WASC action plan can be found in the appendix XXVI.~~

Instructional Methods – How Learning Best Occurs

OMI works in a culture of data-driven assessments and OMI's instructional methods include a variety of approaches that are research based and consistent with the core values of OMI. Teachers use a variety of instructional methods to most effectively assist students at all levels in mastering the curriculum. These include teacher lecture, cooperative learning, role play, integration of the arts, hands-on activities and science labs, board work in math classrooms, writing across the curriculum, oral speaking opportunities, individual instruction, informal assessments, graphic organizers, summarizing and note taking, to name just a few. There is an increased use of such methods as

problem-based learning (placing students in the active role of solving problems), multiple entry points (proposing student exploration of a topic through a number of avenues such as narration, foundational and experimental), compacting (doing pre-assessments and students who know the material are able to move on), and complex instruction (using challenging materials, open ended tasks and small instructional groups.) Teachers' instruction is also supported by an electronic assessment resource system ([Online Assessment Reporting System – OARS](#)) that provides teachers with current and specific information about student achievement for individual students as well as for groups of students. ~~Currently OMI uses EduSoft but may change that choice in the future if needed.~~ Quality instructional methods such as these have the proven ability to be effective with a wide range of students, including those who are currently performing below grade level, are English language learners or are students with special needs.

Instruction strives to be both engaging and multi-faceted. Increasingly, instructional methods are determined by the data driven needs of individual students. This is important for all students but is especially important for English Learners ("EL") and special needs students. Teachers use a range of instructional methods to differentiate instruction.

~~Some subjects emphasize certain instructional methods. For example science classes incorporate significant hands-on activities, with students using measurement equipment (e.g. PASCO probes) and computers. [WHAT ARE PASCO PROBES? IF THIS IS NOT A COMMON TERM, EXPLAIN IT.] Visual Art and music are performance-based. In art, the students work in a studio environment both on individual and team projects.~~

Teachers supplement classroom study with field trips, web-based topical seminars and independent study options. A wide range of after-school clubs and intramural sports, supervised by teachers and parent volunteers, also provide enriching educational, recreational and social opportunities for students.

Consistent with the intent of Congress in adopting the IDEA, special needs students are mainstreamed to the extent possible (Free Appropriate Public Education (FAPE)), under the oversight of the Special Education staff and consistent with the IEP developed for each student. Resource specialist(s) or other special education staff/therapists work directly with these students. Teachers and team members meet with parents and the Special Education Director to develop annual IEP or 504 goals. The research base for OMI's teaching and learning can be traced to the following resources:

[How People Learn: Brain, Mind, Experience, and School Committee on Developments in the Science of Learning](#) Edited by John D. Bransford, Ann L. Brown, and Rodney R. Cocking, with additional material from the Committee on Learning Research and Educational Practice Editors: M. Suzanne Donovan, John D. Bransford, and James W. Pellegrino Commission on Behavioral and Social Sciences and Education and the National Research Council, Washington, DC: National Academy Press, 2000

[Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement](#)
Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock

[Handbook of Research on Multicultural Education](#)
James Banks and Cherry A. McGee Banks, editors

[Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society](#)
James A. Banks, Peter Cookson, Geneva Gay, Willis D. Hawley, Jacqueline Jordan Irvine, Sonia Nieta, Janet Schofield, and Walter Stephan.

[Teaching to Change the World](#)
Jeannie Oakes and Martin Lipton

[So Each May Learn: Integrating Learning Styles and Multiple Intelligences](#)
Harvey F. Silver, Richard W. Strong, and Matthew J. Perini

Quantum Teaching: Orchestrating Student Success

Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie

The Learner's Way: Brain Based Learning in Action

Anne D. Forester and Margaret Reinhard

Qualities of Effective Teachers James H. Stronge

What Works In the Classroom

by Robert J. Marzano, Barbara B. Gaddy, and Ceri Dean, 2000. A summary of the long-awaited report on effective practices linked to academic achievement from Mid-continent Research for Education and Learning (McREL).

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 also believes service-learning helps students to master important curriculum content by supporting their making meaningful connections between what they are studying and its many applications. Finally, OMI believes service-learning also helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic action.

Counseling – Academic and College

OMI is a college preparatory school. The expectation is that virtually all students will be seeking an academic education consistent with the desire to attend college. Based on the data from OMI's first two graduating classes, a very high percentage of graduates attend college, with the largest percentage of these attending four year public and private universities, including the most selective 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 appropriate high school setting, and a 7 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 is additionally important to better serve EL and students with disabilities
- Appropriate course selection (9-12) based on student interest, a-g readiness, and assessment data.
- Support faculty with expert knowledge regarding college readiness, a-g, SAT and SAT II
- College admissions test preparation & registration
- Guidance through the college admissions process
- Financial aid information & 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 & financial aid professionals
- The Counselor ensures all students take the PSAT in 11th grade, building readiness for the SAT.
- Counselors monitor and support students in the CAHSEE process, including providing access to tutoring and supplemental instruction

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 the productive, well-adjusted adults of tomorrow.

At Risk Students/Students who are Academically Low Achieving

At OMI all students access the core curriculum. OMI evaluates the basic literacy and mathematics each student 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 provide assistance to students
- After school tutoring
- Teacher assistance
- Counseling/parent meetings
- Formal SSTs held to determine need for formal assessment for Special Education
- Special education classes provide academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Cadet Study Team (CST)

OMI teachers or teams of teachers identify a student in need of academic assistance at any time. In addition, the Director of Instruction monitors progress and insures periodic reviews for all students during progress reporting times (e.g., 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 ("SST"), (which at OMI is known 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 and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A CST is a general education function. Many students can benefit from a CST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to a CST for consideration. Anyone who is connected with that student can be included in the CST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement.

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.

California High School Exit Exam Support

The academic standards in the California High School Exit Exam are low. In Language Arts, the exam measures academic knowledge and skills up to the 10th grade level. In mathematics, the exam measures academic knowledge and skills up to the beginning part of Algebra 1. OMI expects and has achieved a higher passage rate than that of OUSD students attending a comprehensive high school. The student most likely to face difficulty is an EL and/or student with disabilities, who may have difficulty with Language Arts portion of the exam. Consistent with the requirements of AB 347, OMI assists any student who is having difficulty passing the CHASEE through our current array of support services (e.g., counseling, after school tutoring), including "post 12th grade students". OMI also provides the accommodations, modifications and variations for students with disabilities and EL students.

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. As discussed in the prior section, "Instructional Methods", teachers use a range of approaches to differentiate instruction. OMI also offers a small variety of elective courses in the high school, as well as a good breadth of AP courses. Other individualized projects, such as the senior thesis, allow for high achieving students to find challenging opportunities.

[OMI currently offers a middle school honor program and is exploring the International Baccalaureate Middle Years Program \(IBMYP\). In addition, a variety of honors and AP courses are offered at the high school level.](#)

English Learners – Equal Opportunity for Success

OMI is committed to high levels of academic success for all students, including English Learners ("EL"). 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 the Oakland Unified School District. 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 English Language Development Test ("CELDT") Testing

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment, if they are entering a California public school for the first time, or have never taken a CELDT test for another reason, and they are tested at least annually thereafter between July 1 and October 31st until redesignated as fluent English proficient.

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 CELDT.
- 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, achieved through notice to parents or guardians of the language reclassification and placement process and encouragement of the participation of parents or guardians in the school's reclassification procedure.
- Comparison of 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 notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT is used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Providing English Learners full access to a rigorous curriculum is accomplished through a variety of strategies, guided by principles for teaching EL Students. The following information, adapted from the Northwest Regional Education Laboratory, summarizes those principles and strategies:

- Krashen's Theory of Comprehensible Input – using nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring
- Swain's Theory of Comprehensible Output – cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions
- Cummins' Theories of Academic Language and Cognitively Demanding Communication – higher order thinking questions, modeling thinking language by think alouds, explicit teaching, test and study skills, and high expectations

- Using the native language to increase comprehensibility
- Total Physical Response
- Language Experience (Dictated Stories)
- Scaffolding and activating prior knowledge
- The use of realia
- [Word walls in academic classrooms](#)
- [The use of the THIEVES text previewing strategy](#)
- [Use of sentence frames](#)

Overview of Services for Students With Disabilities

OMI is committed to high levels of academic success for all students, including students with disabilities. OMI complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

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 reasonable accommodation by OMI.

OMI will be responsible for ensuring compliance with Section 504. OMI has a 504 coordinator who has the responsibility for overseeing the 504 process at OMI. A student may be referred by anyone, including a parent/guardian, teacher, other school employees or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504.

When appropriate, a 504 team is assembled by the Director of Instruction and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests that are selected and administered to ensure that when they are 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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

IDEIA, a referral for assessment under the IDEIA is made by the 504 team.

If the student is found by the 504 team to have a disability 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"), pursuant to Section 104.33 of Title 34 of the Code of Federal Regulations. 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 OMI'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 tutors, receive a copy of each student's 504 Plan. The site administrator 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. The 504 coordinator will ensure that 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.

Services for Students Under the "IDEIA"

~~OMI currently provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"), as a public charter school authorized by the District. OMI shall remain, by default, a public charter school authorized by the District for purposes of Special Education pursuant to Education Code § 47641(b). However, OMI reserves the right, in the future, to make written verifiable assurances that OMI shall become an independent LEA and join a SELPA pursuant to Education Code § 47641(a) either on its own or with a grouping of charter school LEA's as a consortium belongs to the El Dorado County Charter SELPA and is an independent LEA for the purposes of Special Education.~~

~~As a public school of the District an independent LEA, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code § 47641(b), in accordance with Education Code § 47646 and 20 U.S.C. 1413, OMI uses services from the District for special education students enrolled in OMI in the same manner as is provided to students in other District schools. OMI follows the District and 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 complies with District protocols as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils.~~

~~During any period when OMI functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code § 47641(b), OMI will comply with the Memorandum of Understanding ("MOU") between the OUSD and OMI which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of OMI. A summary of the MOU which complies with Education Code § 47646 and 20 U.S.C. 1413 is as follows:~~

- ~~• The District retains the special education funds for the students of OMI;~~
- ~~• The District provides services to the students of OMI in the same manner as other students of the District;~~
- ~~• OMI pays the District, a pro-rata share of the overall District encroachment for special education;~~

Western Association of Schools and Colleges Accreditation

OMI is accredited through the Western Association of Schools and Colleges receiving in 2007 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.

Section III

Measurable Student Outcomes and USES OF DATA

"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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program."

- California Education Code § 47605(b)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured."

- California Education Code § 47605(b)(5)(C).

OMI meets all statewide standards and conducts the pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

Effective January 1, 2013, per Senate Bill No. 1290, this bill would require those pupil outcomes to include outcomes that address increases in pupil academic achievement both schoolwide and for all group of pupils served by the charter school, which this bill would define.

~~The purpose of the STAR Program is to measure how well students are learning the knowledge and skills identified in the California content standards. The content standards describe what students at each grade level should know and be able to do in English language arts, mathematics, history-social science, and science.~~

~~OMI students in grades six through eleven participate in the STAR Program each year. Students take the California Standards Tests (CSTs). Students in grade seven also have traditionally taken the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) along with the CSTs. Students with significant cognitive disabilities, who are unable to take the CSTs even with accommodations or modifications, will take the California Alternate Performance Assessment (CAPA) if provided for in their IEP. The Standards-based Tests in Spanish will be used to measure the achievement of content standards in reading language arts and mathematics in Spanish for Spanish-speaking English Learners in grades six and seven. The Aprenda, measuring the achievement of general academic knowledge in Spanish, is given to Spanish-speaking English Learners in grades eight through eleven. These tests are subject to change based upon state mandates.~~

OMI outcomes are aligned with the mission, curriculum, and assessment of the 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 California State Curriculum 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 specialized populations. Consistent with Federal and state law, ~~and OUSD procedures,~~ OMI reviews/participates in the review of the progress of students with disabilities

according to their Individualized Educational Plan or their 504 plan. 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 IDEIA and 504 are implemented.

Some desired pupil outcomes are objectively measurable. For OMI these include acquiring the knowledge specified in the new Common Core state standards for public education as currently measured by the California Standards Test (CST), passing the California High School Exit Exam, 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.

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Progress is also measured 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 STUDENT OUTCOMES AND GOALS ALIGNED TO STATE PRIORITIES

OMI's student outcomes are designed to align with the Charter School's mission, curriculum, and assessment, the Common Core State Standards for Literacy and Mathematics, and the California State Standards for courses offered at OMI, as well as the 8 state priorities called for in Local Control and Accountability Plans.

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.

STATE PRIORITY #1: The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

OMI PRIORITY #1: OMI will ensure that 100% of teachers are appropriately assigned and fully credentialed, and every pupil has access to standards-aligned instructional materials, and school facilities are maintained in good repair.

ACTIONS TO ADDRESS PRIORITY #1:

- No teacher will be hired without full credentials. In the rare case where a teacher requires a short term staff permit, this will not be allowed to persist more than one academic year.
- No teacher will be assigned to teach a course for which s/he does not possess the proper credentials.
- All students will have access to standards-aligned instructional materials, both in classrooms and at home.
- The school facility will be maintained in excellent condition and any needed repairs will be accomplished as soon as practical. No marginally unsafe facilities conditions will be allowed to persist more than one working day, and all unsafe facility conditions will be immediately corrected.

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MEASURABLE OUTCOMES FOR PRIORITY #1:

- 100% of teachers will be fully credentialed for all teaching assignments.

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- 100% of students will have in-school and at-home access to standards-aligned instructional materials.
- 100% of the school's facility components will be maintained in good repair.

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STATE PRIORITY #2: Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

OMI PRIORITY #2: OMI will implement Common Core State Standards for all students, including English language learners.

ACTIONS TO ADDRESS PRIORITY #2:

- 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 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.

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MEASURABLE OUTCOMES FOR PRIORITY #2:

- 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 (and other subjects) OMI will ensure teachers and students have access to aligned instructional materials within one academic year.
- A minimum of 20 hours per school year of CCSS-Aligned professional development will be provided for each OMI teacher.
- 100% of OMI courses in Math and ELA/ELD will have curriculum guides/maps developed and implemented by the end of the 2014-2015 academic year.

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STATE PRIORITY #3: Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

OMI PRIORITY #3: 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.

ACTIONS TO ADDRESS PRIORITY #3:

- OMI will continue its numerous efforts and strategies to involve all parents; in addition, OMI will...
- Make a greater effort to ensure that all platoons are represented by one or more parents at each PAC meeting and that two-way communication be more robust between the PAC, all parents, and school administration
- Make a greater effort to ensure that more parents attend the Schoolsite Council meetings

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MEASURABLE OUTCOMES FOR PRIORITY #3:

- 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.

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STATE PRIORITY #4: Pupil achievement, as measured by all of the following as applicable:

- Statewide assessments
- API
- % of pupils who have successfully completed the A-G requirements
- % of ELs who make progress toward EL proficiency as measured by CELDT
- EL reclassification rate
- % of pupils who have passed an AP Exam with a score of 3 or higher
- % of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college readiness)

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OMI PRIORITY #4: OMI will strive to ensure that all OMI students, including all students in numerically significant subgroups, achieve academically, as evidenced by

- Statewide assessments
- API
- % of pupils who have successfully completed the A-G requirements
- % of ELs who make progress toward EL proficiency as measured by CELDT
- EL reclassification rate
- % of pupils who have passed an AP Exam with a score of 3 or higher or students who successfully complete a college level course
- % of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college readiness)

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ACTIONS TO ADDRESS PRIORITY #4:

- Standards based and aligned curricula in all classes
- 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
- Extensive student support structures, including academic support classes, tutoring, homework help, summer school, summer bridge classes, and Executive Function instruction

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- Extensive faculty professional development, focusing on how to best support ALL students to achieve proficiency
- College courses on the OMI campus and arranged through OMI
- SAT/ACT prep courses
- A college and alumni outreach coordinated plan to support OMI alumni through college graduation and entry into the work force.

MEASURABLE OUTCOMES FOR PRIORITY #4:

- 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
- 70% or more of all students, and 70% of students in all subgroups, will show statistically significant growth on internal interim assessments for each course.
- The school's API will be 750 or above.
- The school will meet its AYP in at least three of the five years of the charter renewal.
- At least 80% of students (including at least 80% of all numerically significant subgroups) will pass both English and Math on their first CAHSEE attempt and 100% will pass prior to graduation.
- At least 85% of students (including at least 85% of all numerically significant subgroups) will successfully complete the UC/CSU A-G requirements.
- At least 85% of OMI's senior class (including at least 85% of all numerically significant subgroups) each year will be accepted to four year colleges or universities.
- At least 85% of students will make progress toward EL proficiency as measured by CELDT.
- 95% of students will be reclassified as English proficient within three years of enrollment at OMI.
- 95% of students will participate in the EAP.
- At least 50% of students will be "ready" and at least 75% will be "ready or conditionally ready" for college English and math as measured by the EAP.
- At least 50% of graduating seniors will have taken and passed at least one AP exam or one community college UC/CSU transferable course and at least 25% of graduating seniors will have taken and passed at least two AP exams or two community college UC/CSU transferable courses prior to graduation.
- At least 75% of OMI alumni will receive a bachelor's degree within six years of OMI graduation.

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STATE PRIORITY #5: Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates.

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B. Chronic absenteeism rates.

C. Middle school dropout rates.

D. High school dropout rates.

E. High school graduation rates.

OMI PRIORITY #5: OMI's students will be engaged fully in the learning process, as evidenced by:

A. Excellent school attendance rates.

B. Low chronic absenteeism rates.

C. Very low middle school dropout rates.

D. Very low high school dropout rates.

E. Extremely high high school graduation rates.

ACTIONS TO ADDRESS PRIORITY #5:

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

MEASURABLE OUTCOMES FOR PRIORITY #5:

- OMI's average daily attendance rate will exceed 95%.
- The number of students with more than three unexcused absences in a semester will equal less than 5% of the student body.
- There will be zero dropouts from OMI.
- 100% of OMI students who start their senior year at OMI will receive a diploma not later than the summer following their senior year.

STATE PRIORITY #6: School climate, as measured by all of the following as applicable:

A. Pupil suspension rates.

B. Pupil expulsion rates.

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

OMI PRIORITY #6: School climate will be exceptionally strong, as measured by all of the following as applicable:

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A. Low Pupil suspension rates.

B. Extremely low Pupil expulsion rates.

C. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

ACTIONS TO ADDRESS PRIORITY #6:

- Implementation of enhanced effective entrance camp strategies to help students identify school culture expectations.
- Implementation of enhanced strategies as alternatives to suspension and expulsion.
- Implementation of the school's master facility plan, which includes safety and security enhancements, including the installation of security cameras campuswide.
- Continuation of robust student mental and social health services.

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MEASURABLE OUTCOMES FOR PRIORITY #6:

- Suspension and expulsion rates less than half of the OUSD numbers.
- Student, staff, and parent surveys indicate 90% or more of all stakeholders feel the school is a physically and emotionally safe environment.
- At least 90% of students and parents will report satisfaction with the school's academic program on annual surveys.

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STATE PRIORITY #7: The extent to which pupils have access to, and are enrolled in a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs.

OMI PRIORITY #7: OMI will provide all students its existing broad course of study which includes English, social sciences, languages other than English, physical education, character education, science, mathematics, and visual and performing arts.

ACTIONS TO ADDRESS PRIORITY #7: OMI will continue to provide its existing robust course of study.

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STATE PRIORITY #8: Pupil outcomes, if available, in the subject areas described above in #7.

OMI PRIORITY #8: OMI's four pillars of academics, leadership, citizenship, and athletics will continue to be strengthened and student outcomes in each pillar measured regularly.

ACTIONS TO ADDRESS PRIORITY #8:

- Continue to provide a robust leadership development program through the California Cadet Corps curriculum and membership.

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- Continue to provide a robust athletic program through intramurals, interscholastic sports, and preparation for the Fitnessgram.
- Continue to provide a robust citizenship program through the school's merit /demerit system, school and community service opportunities, and quality character education curricula.

MEASURABLE OUTCOMES FOR PRIORITY #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 online promotion tests.
- OMI will have 90% of its students meet 5 or 6 of the six Healthy Fitness Zones within the Fitnessgram.
- OMI's students will perform a minimum of 10,000 school service hours annually.
- OMI's students will perform a minimum of 10,000 community service hours annually.
- At least 90% of student annually will respond "agree" or "strongly agree" on the annual survey question "OMI is preparing me to be a leader of character."
- At least 90% of students and parents will report satisfaction with the school's athletic program each year.
- At least 90% of students and parents will report satisfaction with the school's leadership development program each year.
- At least 70% of students and parents will report satisfaction with the school's citizenship program each year.

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

ACTIONS TO ADDRESS PRIORITY #9:

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

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MEASURABLE OUTCOMES FOR PRIORITY #9:

- Maintain a balanced budget each year of the charter renewal.
- Maintain a reserve for economic uncertainty of at least \$2,000,000 by the end of the charter renewal period.

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- Update the school's governing board bylaws at least once during the term of the charter.
- Publication of an annual report on the metric outlined in the above priorities.
- Zero litigation.
- Implementation of a majority of the adopted Master Facility Plan by the end of the charter renewal term.

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Key Summative Student Outcome Goals

1	High student achievement on standardized tests	Comparison of data provided by CDE	Equal or exceed average standardized test scores at each grade level (CST, CAHSEE, CELDT) compared to OUSD comparison group schools*.
2	Meet or exceed Academic Performance Index (API) growth targets Schoolwide and in reportable subgroups	Comparison of data provided by CDE	During the term of this charter, reach and maintain an overall score of 750 or higher on the API. Meet annual growth targets for all reportable subgroups in at least two of the last three years of the charter term.
3	High API State and Similar School Rank	Comparison of data provided by CDE	Reach and maintain a State Rank and a Similar School Rank of 5 or higher.
4	High Four-Year College Going Rate	Comparison of data provided by CDE and/or other sources	Equal or higher four-year college going rates compared to the OUSD comparison group schools*.
5	High UC/CSU and private University and college eligibility	Comparison of data provided by CDE and/or other sources	Equal or higher UC a-g course completion rates compared to the average of OUSD comparison group schools.* Equal or higher SAT/ACT scores than the average at OUSD comparison group schools*.

6	High AP pass rates or Community College Course Completion Rates	Review of AP pass rates and Community college course completion rates	Equal or higher AP / Community College Course pass rates compared to the average of OUSD comparison group schools*.
7	High student satisfaction rates with the quality of education	Student Surveys	70% or more respondents will be "satisfied" or "highly satisfied" overall on Student and Alumni Satisfaction surveys.
8	High family satisfaction rates with the quality of education	Parent Surveys	70% or more respondents will be "satisfied" or "highly satisfied" overall on parent/family surveys.
9	Acquiring knowledge and skills specified in the California State Standards	*California STAR Tests *CST English Language Arts *CST Mathematics *CST General Mathematics (6 & 7 Standards *CST Algebra I *CST Geometry *CST History (Social Science Grade 8 Cumulative) *CST Science (5, 8, 10 Life Science) *CST Algebra II *CST Summative High School Mathematics *CST World History *CST U.S. History *CST Science (5, 8, 10 Life Science *CST Biology/Life Sciences *CST Chemistry *CST Earth Science *CST Physics	50% of students who attend OMI for three or more years will score proficient or advanced on each CST test.
10	Acquiring knowledge and skills necessary to pass the high school exit exam	CAHSEE	At least 95% of OMI High school seniors will pass the high school exit exam.
11	Eligible for admission to the University of California and other selective universities and colleges	Review of transcripts	75% of students or more who graduate from OMI will complete requirements for admission to the University of California, including coursework, GPA, and SAT/ACT scores.
12	English Learners are acquiring English language proficiency	GELDT testing, Student Oral Language Observation Matrix, Assessment of English	At least 80% of ESL students will improve their English proficiency at least

		Language Development and English Language Arts Standards in California	one level each year as measured by the CELDT until reclassified as fluent.
13	Students with IEPs are meeting their academic goals.	Annual review of IEP, CDE data	The percentage of students who meet the academic goals included in their IEPs will meet or exceed the percentage of students who meet the academic goals included in their IEPs who attend OUSD comparison group schools*.
14	Students meet Physical Education (PE) Standards	CDE designated Physical Fitness Test (currently FITNESSGRAM)	The percentage of seventh and ninth grade students who pass 5 or 6 of the six elements of the Fitnessgram will meet or exceed the percentage of students who score similarly in the OUSD comparison group schools*.
15	Attendance rate	Comparison of data provided by CDE	Student attendance will meet or exceed the average of OUSD comparison group schools*.
16	Dropout Rate	Comparison of data provided by CDE	Student dropout rates will be equal to or lower than the average of OUSD comparison group schools*.
*OUSD comparison group schools are defined as the five OUSD public middle schools and five OUSD public high schools with free/reduced lunch eligibility percentages closest to OMI's published eligibility percentage for free/reduced lunch. This group will be identified annually by the OUSD office of charter schools and communicated by the OUSD Office of Charter Schools to OMI not later than October 15 annually.			

Methods to Assess Student Progress Toward Meeting Outcomes

Summative Assessments

The academic progress of students is tracked through a range of formal and informal assessments. The formal assessments include STAR tests (CST/CAT6/DPLT), the CAHSEE, and students' AP, and SAT test results. Students will receive progress reports and quarterly and semester grades through report cards.

The following chart provides a summary of the key methods OMI uses to measure the student attainment of key outcomes:

Summary of Key Measurement Methods

Measurement Outcome	Method of Measurement	When
State Content Standards	STAR tests, including California Standards Tests	Annually
Content Mastery	Unit tests, benchmark exams, quizzes, oral presentations, performances, projects, lab reports, and research papers. Also see AP below	Ongoing throughout the year
UC/CSU eligibility	Course enrollments, course grades, SAT/ACT tests results, and GPA	Enrollments and grades quarterly; PSAT/SAT sophomore, junior, and senior years
AP Courses	AP tests and examinations	Annually
College-Level Coursework	Final grades earned by students	End of course

As shown in the chart, Key Summative Student Assessment Goals, progress is objectively measured by a range of methods including the annual statewide assessments for each grade, by other adopted statewide assessments, and by AP exam results. The annual School Accountability Report Card ("SARC") report is made available to parents and to the public. Progress is also measured by classroom teachers in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress is discussed on a regular basis with parents and students.

Use and Reporting of Data

Assessments are used to inform OMI regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. 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 also 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” and scheduled assistance. OMI offers a tutorial program, staffed by qualified teachers, sometimes enhanced by college students. Students seeking more rigorous academic work will be 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 where 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 the curriculum, instructional, and evaluation practices. 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.

Finally, as summarized in the Key Summative Outcome Goals chart, assessments provide an overview of the success of OMI’s academic program as a whole. As a college preparatory school, this includes information such as average GPA, the percentage of students receiving acceptance to their college of choice, which college students are attending, and the average SAT, SAT 2, and AP scores of graduates. It may also include information from surveys of OMI graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests ~~such as STAR—CST/CAT6/SABE/2 & CAHSEE, consistent with OMI API Growth Plan,~~ will occur annually.

Expected Schoolwide Learning Results / Outcomes

~~There are additional academic and non-academic pupil outcomes and qualities. However, while these are not objectively measurable, they are still considered vitally important. The following chart illustrates how OMI intends to measure the ESLRs:~~

Leadership	<p>1) <i>work successfully for a greater purpose as a member or leader of a team</i></p> <p>a. <i>by sacrificing self-interest for the overall success of the team when needed</i></p> <p>b. <i>by ensuring the individual success of each team member</i></p> <p>c. <i>by practicing organizational, planning, and leadership skills</i></p> <p>2) <i>envision and set goals</i></p> <p>a. <i>by organizing and prioritizing tasks to achieve goals</i></p> <p>b. <i>by setting interim goals</i></p> <p>c. <i>by adjusting goals throughout process</i></p> <p>3) <i>display confidence and poise</i></p> <p>a. <i>by speaking effectively in front of peers and adults</i></p> <p>b. <i>by accepting leadership roles within school</i></p> <p>c. <i>by reacting responsibly in times of challenge or stress</i></p>	<p>Written assignments</p> <p>Class participation</p> <p>Class presentations</p> <p>Teacher observation</p> <p>Student Projects</p> <p>Leadership/BEAR Boar promotion rates</p> <p>Athletic Contests</p> <p>Outdoor Education success</p> <p>CACC Competitions</p> <p>Cadet Corps Personnel Files (201 files)</p> <p>CACC Annual General Inspection</p> <p>Roets Rating Scale for Leadership (RRSL)</p> <p>Ryan Youth Leadership Skills Self-Analysis Inventory (RYLSSI)</p>	<p>Public Speaking rubric</p> <p>Age appropriate leadership promotions</p> <p>Athletic ejection rates lower than that of other league schools</p> <p>Annual increases in percentage of students passing BEAR Boards and promotion tests</p> <p>California Cadet Corps competition success rates</p> <p>Increases in cadets earning ribbons for participating in leadership training and demonstrating leadership</p> <p>SUPERIOR rating on all Annual General Inspections</p> <p>80% or more cadets above the 50th percentile on RRSL/RYLSSI if they have been enrolled at OMI for 2 or more years</p> <p>50% or more cadets above the 75th percentile on RRSL/RYLSSI if they have been enrolled at OMI for 4 or more years</p>
Academics	<p>1) <i>think critically and creatively</i></p> <p>a. <i>by solving complex mathematical problems</i></p> <p>b. <i>by designing experiments to answer specific questions</i></p> <p>c. <i>by understanding complex patterns and symbolism in literature and art</i></p> <p>d. <i>by applying knowledge to solve real world problems</i></p> <p>2) <i>demonstrate effective oral communication skills</i></p> <p>a. <i>by serving as a</i></p>	<p>Tests</p> <p>Written assignments</p> <p>Class participation</p> <p>Class presentations</p> <p>Teacher observation</p> <p>Student Projects</p> <p>Benchmark Tests</p> <p>Poetry Out Loud</p>	<p>Improved passing rates of students receiving C or better grades</p> <p>60% of students scoring at Band 3 or higher on benchmark assessments</p>

	<p><i>student leader</i></p> <p><i>b. by presenting academic work orally</i> <i>c. by learning another language</i></p> <p>3) <i>write coherent, organized, and grammatically correct compositions</i></p> <p><i>a. by writing effectively in a variety of genres</i> <i>b. by writing effectively for a variety of audiences</i> <i>c. by writing effectively for a variety of purposes</i></p> <p>4) <i>read, analyze, and comprehend a wide variety of written materials</i></p> <p><i>a. by acquiring reading proficiency in discipline-centered texts, literature genres, and media genres</i> <i>b. by developing the academic language demanded by each discipline</i> <i>c. by evaluating and synthesizing information from a variety of texts</i></p> <p>5) <i>investigate and solve problems through a variety of logical means</i></p> <p><i>a. by using mathematical means to solve problems</i> <i>b. by using research and data to solve problems</i> <i>c. by using logical argumentation, inference, and deduction to solve problems</i> <i>d. by utilizing scientific method to solve theoretical and real-world problems</i></p> <p>6) <i>possess sufficient content knowledge to succeed in post-secondary education</i></p> <p><i>a. by achieving content knowledge needed for</i></p>	<p>Senior Project</p> <p>Research Papers</p> <p>Content-based essays</p> <p>Creative Writing</p> <p>Portfolios</p> <p>Real-life math problems</p> <p>Benchmark Exams</p> <p>Classroom</p>	<p>Maintain full-WASC Accreditation throughout the term of the Charter</p> <p>Begin development and analysis of a portfolio program in middle-school grades; expand into high school with both teacher and student assessment of the contents of the portfolios and the student-identified evidence that portfolios indicate achievement of the Expected Schoolwide Learning Results (ESLRs)</p> <p>Successful application of math skills to real-life situations</p> <p>High percentage of students scoring proficient or above</p>

	<p>CAHSEE <i>b. by acquiring vocabulary and other content knowledge necessary for SAT tests</i> <i>c. by meeting the University of California A-G requirements</i> <i>7) use computers successfully in an academic and real-world setting</i> <i>a. by acquiring fundamental knowledge and skills of computer software and hardware</i> <i>b. by evaluating and analyzing internet information</i></p>	<p>assessments (tests, projects, etc)</p> <p>Student ability to apply concepts and skills learned to produce research papers and projects</p>	<p>on-CSTs</p> <p>At least 95% of seniors passing the CAHSEE</p>
Citizenship	<p><i>1) be an honorable person</i> <i>a. by examining one's values</i> <i>b. by having the courage to live by those values</i> <i>c. by making and keeping commitments</i> <i>2) respect themselves and others</i> <i>a. by being courteous to others</i> <i>b. by using the appropriate language for school, social, and work environments</i> <i>c. by recognizing others' physical and personal space</i> <i>d. by ensuring their own lifelong physical wellbeing, health, and fitness.</i> <i>3) believe in the core values of justice, moderation, wisdom, patriotism, democracy, and compassion</i> <i>a. by obeying the cadet creed</i> <i>b. by encouraging others to live by these values</i> <i>c. by being a role model for others</i> <i>d. by valuing the views</i></p>	<p>Suspension Rates</p> <p>Expulsion Rates</p> <p>Service Projects</p> <p>Use of military protocols</p>	<p>Lower suspension and expulsion rates than comparable Oakland schools</p> <p>Satisfaction of community service project recipients</p> <p>Analysis of demerit giving rates and patterns</p> <p>Analysis of merit giving rates and patterns</p> <p>Analysis of intervention success rates and CST results</p> <p>Analysis of probation and strict probation rates and patterns</p>

	<p style="text-align: center;"><i>and cultural backgrounds of others</i></p> <p><i>4) support the local and greater community of mankind</i></p> <p style="margin-left: 20px;"><i>a. by participating in community service projects</i></p> <p style="margin-left: 20px;"><i>b. by taking action for positive change in the school or local community</i></p> <p style="margin-left: 20px;"><i>c. by developing awareness of the needs of a global society</i></p> <p><i>5) respect the environment in which we live</i></p> <p style="margin-left: 20px;"><i>a. by maintaining the school campus</i></p> <p style="margin-left: 20px;"><i>b. by participating in various environmentally sound practices such as recycling</i></p> <p style="margin-left: 20px;"><i>c. by participating in environmentally helpful service projects</i></p>		

Section IV

Governance STRUCTURE

*"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."
– California Education Code § 47605(b)(5)(D)*

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) 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 § 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.

Assurances

OMI will comply with the District policy related to charter schools to the extent is aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time, as long as the charter school has been given reasonable written notice of the policy change, and the policy change is in accordance with applicable law.

OAKLAND MILITARY INSTITUTE shall comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

OAKLAND MILITARY INSTITUTE will be solely responsible for the debts and obligations of the charter school.

Managerial Expertise/Executive Team

OMI benefits from the mature educational, administrative, and fiscal systems and procedures and experienced staff already in place. OMI is currently under the leadership of OMI Superintendent Mark Ryan; Director of Instruction Dara Northcroft; ~~Acting and~~ Commandant of Cadets Major ~~Matthew Kus~~Francisco Flores; ~~and Business Manager Cathy James~~.

- Superintendent

LTC (CA) Mark Ryan has served as the Assistant Executive Officer of the California Cadet Corps since 2005 and is currently the Superintendent at the Oakland Military Institute College Preparatory Academy and 4th Brigade Advisor. He concurrently serves as the Commander, Youth Programs Support Group, California State Military Reserve.

Commissioned as a 2LT in the California Cadet Corps in 1984, LTC Ryan is a former cadet, having attained the rank of Cadet Colonel as commander of the 8th Brigade. He grew up in 7th Brigade schools, including John Burroughs Junior High School and went on to be an assistant

commandant in both the 7th and 8th brigades. From 1985-1989, he served on the state staff as Support Officer, responsible for administration, personnel, operations, supply, and logistics for the program statewide. LTC Ryan has also served as a 10th Brigade Advisor since 1985. LTC Ryan was commissioned as a LTC in the California State Military Reserve in 2007.

During his adult career, LTC Ryan has held the position of commandant at Rio Linda High School, Don Julio Jr. High School, Los Angeles Academy Middle School, and San Geronio High School. He has served as both the 11th Brigade Advisor and 4th Brigade Advisor and has spearheaded the Cadet Corps' efforts at updating and revamping the Cadet Regulations and Cadet Corps Curriculum. His recent accomplishments include revision and creation of more than 30 regulations and several thousand pages of cadet curriculum materials. He spearheaded the effort to establish State Curriculum Standards for the California Cadet Corps and secure approval of those standards from both the State Military Department and Department of Education.

LTC Ryan holds California Administrative, Designated, and Multiple Subject credentials from the Commission on Teacher Credentialing, an earned doctorate from the University of Southern California in Curriculum and Instruction, a Master of Science Degree in Educational Administration, and a Bachelors Degree in Liberal Arts. He has been an elementary school teacher and administrator, and a high school vice principal and principal, as well as a program specialist and coach for math and science teachers at the middle school level.

LTC Ryan's military awards include the California Medal of Merit, the Order of California, the Distinguished Service Medal with gold cluster, the Cadet Corps Commendation Medal with gold cluster, the Cadet Corps Achievement Medal with gold cluster, the Cadet Corps Service Medal with gold redwood cluster, the State Staff Service Ribbon with gold cluster, Cadet Corps Special Service Ribbon with gold cluster, and Summer Training Service Ribbon with silver star device. LTC Ryan's civilian honors include the Los Angeles Unified School District "STAR" award, the St. Matthias Virtus Veritas Award, a Cardinal's Award from the Archdiocese of Los Angeles, and honors from the San Bernardino City Unified School District.

- Director of Instruction

Dara Northcroft earned her B.A. from University of California, Berkeley in Psychology and her M.S. in Educational Leadership from California State University, East Bay. She also holds a teaching and an administrative credential. Dara has been the Director of Instruction at Oakland Military Institute College Preparatory Academy since the 2004 school year. While at OMI, she was instrumental in helping the school grow to include a full compliment of grades, 6-12. Prior to working at OMI, Dara was the principal at St. Paul of the Shipwreck, a Catholic School in the Bay View-Hunters Point district of San Francisco. Her work there resulted in higher academic expectations, clearer communication between the school and the parents, and an improved sense of pride and collaboration in the school community. Dara began her career in education as a teacher and vice principal at St. Paschal Baylon Catholic School in Oakland, CA and attributes her years at that school to further igniting her love of working with children and for encouraging her to become a school leader.

- ~~Business Manager~~

~~Cathy James earned her BA from St. John's College, Santa Fe, NM. She worked at Berkeley Unified School District from 1984-87 as a Senior Accountant and was promoted to Accounting Supervisor. She also worked at Vallejo City Unified School District 1987-1990 as Director of Fiscal Services. From 1990-2001 she returned to Berkeley Unified School District Budget Director and was promoted to Associate Superintendent for Business (1993). She was an independent School District Consultant from 2001-2002 and then joined Oakland Military Institute in 2002 as the Business Director.~~

- Commandant of Cadets

Major Matthew Kus holds a Bachelor's Degree in Business Administration and is currently the Executive Officer of the youth Programs Support Group for the California State Military Reserve. He also serves concurrently as the Civic, Public, and Military Affairs Officer for Headquarters, California Cadet Corps and as the Communications and Information Technology Officer for the Cadet Corps. He has over 20 years experience in the Cadet Corps program, having been both a cadet and commandant. He holds a valid California Teaching Credential in Basic Military Drill and has served as a full time Commandant and Brigade Support Officer in several schools, including Los Angeles Academy Middle School in Los Angeles, CA and Cajon High School in San Bernardino, CA. His military awards include the Cadet Corps Commendation Medal with silver cluster, the Cadet Corps Achievement Medal with gold cluster, the Cadet Corps Service Medal, the State Staff Service Ribbon with gold cluster, and Cadet Corps Special Service Ribbon with gold cluster. Francisco Flores holds a bachelors degree and multiple subject credential from the State of California, as well as an Administrative Services Credential. He is a member of the California National Guard, having served proudly as both an enlisted soldier and officer for more than 25 years. He is the recipient of numerous state and national military awards and decorations, and is an experienced school teacher and administrator in California.

Board of Directors

The current OMI Board consists of ~~eight~~ twelve voting members and ~~one~~ nonvoting member. ~~One~~ voting board member is a founding member, serving since the opening of the school in 2001; one member is a parent of a student attending our school; three are experienced attorneys, two are financial consultants, and one is a representative from the California National Guard Youth Programs. Each board member brings significant experience and a strong commitment to OMI. Parents have a direct voice in the governance of OMI through the inclusion of the parents association (PAC) president's membership on the board.

The current ~~nine~~ members of the Board are:

Chairman Clinton Reilly, President and CEO of Clinton Reilly Holdings
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
Mary Sue Allen, Vice President for Human Resources, United Parcel Service
The Honorable Joseph Sweeney, Civilian Aide to the Secretary of the Army for Northern California
David Clisham, Attorney at Law
Buzz Breedlove, Retired School Administrator, and Consultant
Steven Samuels, Civil Engineer
Joseph Wire, CFO, Golden Gate Bridge Authority
Bill Bowen, Retired business leader, author
Sedrick Tydus, Retied Bank President, Independent Consultant

William Hogan	Retired	williamhogan1@aol.com	818-590-1955
David Clisham	Partner, Law Offices of Clisham & Sorter	davide1787@gmail.com	415-291-0855
Col. James Gabrielli	Cal. Nat. Guard, Youth Programs	james.gabrielli@ca.ngb.army.mil	916-854-3675
Erik Swennemson	VP, SG. Cowen	erik.swennumson@sgcowen.com	415-646-7426
Matt Brooks	Ardenbrook Inc.	rewmb@aol.com	510-797-7980
Lydia Sandoval	PAC President	pac@omiacademy.org	510-594-3900

Baxter-Rice, President	Consultant, HaasNajarian	brass@macnexus.org	415-391-1432
Simon-Bryce	Attorney	sbryce@yahoo.com	510-834-3055
William-Bowen	Consultant	Bbowen7@comcast.net	415-776-4244

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:

1. Recruiting, hiring, and evaluating the Superintendent;
2. Financial and operational management of OMI;
3. Adoption of OMI's annual financial budget;
4. Overseeing receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act;
5. Overseeing solicitation and receipt of grants and donations to OMI;
6. Developing and implementing Personnel policies and procedures and employee disciplinary matters;
7. Approval of hiring and dismissal recommendations made by the Superintendent;
8. Approval of contracts with outside entities or persons;
9. Financial audit oversight;
10. Relations with the chartering entity;
11. All matters related to charter approval, amendment, or revocation; and
12. Defend OMI from any adverse legal actions.

The Board may initiate and carry on any program or activity, or otherwise act in any manner which is neither in conflict with, nor inconsistent with, nor preempted by, any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law and will discharge any duty imposed by law upon it and may delegate to any employee any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will defend OMI from any adverse claims or legal actions.

The Board will address program concerns regarding the operation and improvement of OMI. The Board is the final policy-making authority for OMI. The Board will recommend programs, policies, and schedules designed to meet the evolving educational needs of OMI's students, parents, and teachers.

All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to OMI. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws. A Board roster and meeting schedule is attached as Appendix XIV.

OMI Superintendent

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

The Superintendent has overall day-to-day management responsibilities of the school, determined by the Board as outlined in the Bylaws, job specification and the job specific employment contract. The Superintendent ensures the 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 school makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The Superintendent ensures that the school maintains a focus on student achievement. The Superintendent serves as a spokesperson for OMI to further the school's prominence within the local, state and national education and charter school communities.

Specifically, the responsibilities of the Superintendent, or his 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 agenda 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, 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 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, financial, tax preparation, accounts payable, personnel and business operations.

Director of Instruction

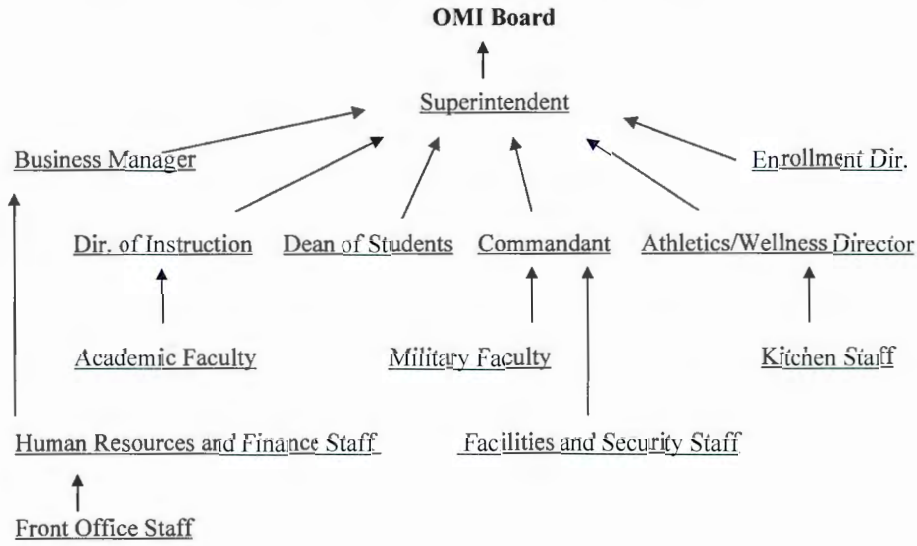
The Director of Instruction supervises the campus teachers. The Director of Instruction acts as the instructional leader for both middle and high school grades and is responsible for helping students achieve outcomes as outlined in the ESLRs. The Director of Instruction is responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Superintendent.

Commandant of Cadets

The Commandant of Cadets supervises the Leaders of Character (LOC) teachers. The Commandant acts as the instructional leader for both middle and high 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.

Organizational Chart

The organizational chart below illustrates the function organization of OMI.



Parental Input Regarding the Educational Program

As required by Education Code § 47605, 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/student/teacher conferences, open houses, parent education events, email and phone communication, parent and student bulletins, parent participation on WASC accreditation committees, ~~parent participation on the reports to the Governing Board each month~~, and parent participation in the parent council.

Parent/Student/Teacher Conferences and Cadet Success Teams: Parent/student/teacher conferences are scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year. Cadet Success Team meetings also occur as needed.

Open House: OMI conducts an all campus Open House at least once per year. Teachers 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, reminders, athletic events, special events or meetings, PAC meetings, academic deadlines, and more.

Parent Participation on Committees: Parents participate on WASC accreditation committees and help shape the educational programs at OMI.

~~Parent Participation on reports to the Board of Directors: The membership of the Board of Directors has always included the PAC president. The Board may recruit one or more OMI parents to serve on the Board in future years. At each Governing Board meeting, the Parent Advisory Council president reports on PAC activities and discusses parental issues or concerns with the board.~~

Parent Participation in OMI: Ongoing participation by parents is an important part of OMI. All OMI parents are required to contribute a minimum of ~~10-25~~ hours of volunteer service per school year in one or more of a variety of projects, including donations of emergency preparedness and classroom supplies, participation in fund raisers, and volunteering on campus in classrooms, at field trips, etc.

OAKLAND MILITARY INSTITUTE ~~will~~ has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. OAKLAND MILITARY INSTITUTE will not, at any time, refer complaints to the District.

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

OAKLAND MILITARY INSTITUTE 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 OAKLAND MILITARY INSTITUTE alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. OAKLAND MILITARY INSTITUTE will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

OAKLAND MILITARY INSTITUTE 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.

OAKLAND MILITARY INSTITUTE 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.

Section V

Employee QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." – California Education Code § 47605(b)(5)(E)

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 school. In accordance with Education Code § 47605(d)(1), OMI is nonsectarian in its employment practices and all other operations. OMI does not discriminate against any individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of OMI will work under an employment contract.

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

Director of Instruction

The Director of Instruction supervises the campus teachers. The Director of Instruction shall act as the instructional leader at the School and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program. The Director of Instruction 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

The Commandant of Cadets supervises the Leaders of Character (LOC) teachers. The Commandant acts as the instructional leader for both middle and high 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. The California Military Department, in collaboration with the superintendent and board, select the Commandant.

Teachers

OMI complies with Education Code § 47605(l), which states in pertinent part:

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 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:

- Subject instruction
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents
- A commitment to students and learning
- Knowledge about 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.
- Additionally, core teachers, as defined by the No Child Left Behind Act, shall meet the applicable definitions of the highly qualified requirements. (Teachers of core, college-preparatory classes shall meet the applicable definitions of the "highly qualified" requirements). Under NCLB, in order to teach a core class, a teacher is designated as "highly qualified" if they:
 1. Hold a Bachelor's Degree; and
 2. 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; and
 3. Demonstrate sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

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, or to be "highly qualified" 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 School.

Paraprofessionals who are required to be "highly qualified" under the federal No Child Left Behind Act, will meet NCLB requirements.

All employees, including but not limited to librarians, library aids and health aids 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 find 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 Highly Qualified Faculty

Once employed, 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, and the retention of high quality faculty members. OMI's professional development follows the objectives and the action plan created in the 2007 WASC accreditation process. Specialized professional development includes but is not limited to Reader Apprenticeship, 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, practice at other public and private schools, and extensive discussion with faculty, administration, and the Board.

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 which are more substantial than those provided by most local charter schools and local districts. OMI currently provides a comprehensive package of benefits including sick leave, health, dental, and vision.

Employees are informed of their benefits, their rights and policies and procedures through the OMI Employee Handbook. The OMI Employee Handbook includes information regarding recruitment, working conditions, salaries, benefits, and employment policies. Salaries, benefits, and working conditions are reviewed annually by administration, and recommendations for changes are made to the Board. Health: Currently OMI contributes 100% of the monthly premium for a group health insurance plan for all full-time employees. OMI provides a debit card for co-pay payments. However, each employee covered by the health insurance plan is currently charged ~~\$120~~-\$300 per year (drawn on a monthly basis from salary) for membership in the plan. The employee may have dependents added to the insurance plan, subject to the limitations set forth in the plan. Should an employee leave OMI, this policy may be continued at the employee's

expense, after which the employee may exercise his/her conversion option (COBRA coverage). Information about COBRA coverage may be obtained from the Business Manager. Dental: Currently, coverage is available to full-time employees. The Institute pays the premium for the employee. The employee may have dependents added to the insurance plan, subject to the limitations set by the plans. Vision: Currently OMI offers a vision plan to fulltime employees.

All full time teachers are paid salary and offered annual employment contracts. Other employees are compensated in alignment with their job descriptions.

The benefits described herein are subject to notification by the OMI Board as needed to attract a qualified staff and to ensure fiscal viability.

Evaluation of Employees

Faculty members are evaluated annually pursuant to an evaluation process that includes classroom observations, self-evaluation, and 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

Section VI

Description of EMPLOYEE RIGHTS

Employee Representation

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act"
– California Education Code § 47605(b)(5)(O)

OMI will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA").

Rights of School District Employees

"A description of the rights of any 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."
– California Education Code § 47605(b)(5)(M)

Employees of OUSD who choose to leave the employment of OUSD to work in OMI will have no automatic rights of return to OUSD after employment by OMI unless specifically granted by OUSD through a leave of absence or other agreement.

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.

Retirement Benefits

"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."
– California Education Code § 47605(b)(5)(K)

All full-time employees at OMI will participate in a qualified retirement plan including but not limited to State Teachers Retirement System ("STRS"), Public Employees Retirement System ("PERS"), and the federal social security system based on their eligibility to participate. OMI teachers participate in STRS. Non-credentialed staff participate in PERS or federal social security. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

Section VII

HEALTH AND SAFETY

Procedures

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in § 44237.
– California Education Code § 4 7605(b) (5) (F)*

The following is a summary of the health and safety policies of OMI:

Procedures for Background Checks

Employees and contractors of OMI are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code §§ 44237 and 45125.1. New employees must submit to a Livescan (electronic fingerprinting) background check and have a clear criminal record from both the Department of Justice in accordance with Sections 44237 and 45125.1 prior to commencing employment. The OMI Director of Instruction monitors compliance with this policy. The Superintendent monitors the fingerprinting and background clearance of the Director of Instruction.

Volunteers who volunteer outside of the direct supervision of an employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee. Volunteers who volunteer within the direct supervision of an employee are additionally cleared through the Megan's Law web site.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

OMI follows the requirement of Education Code § 49406 in requiring tuberculosis testing of all employees.

Immunizations

OMI adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code §§ 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075.

CPR/First Aid Training

Over 50% of the employees of OMI are CPR/First Aid trained.

Medication in School

OMI will adhere to Education Code § 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

OMI will adhere to Education Code § 49450, et seq, as applicable to the grade levels served by the school.

Oral Health Examinations

OMI will require its students to comply with all oral health examinations pursuant to Education Code § 49452.8.

Diabetes

Beginning in the 2010-11 school year, OMI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Emergency Preparedness

OMI adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood Borne Pathogens

OMI meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place.

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 complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Superintendent is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

OMI is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. 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 § 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.

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Asbestos

OAKLAND MILITARY INSTITUTE shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

Section VIII

DISPUTE RESOLUTION

Process, Oversight, Reporting and Renewal

*"The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter."
– California Education Code § 47605(b)(5)(N)*

Disputes Between OMI and OUSD

In the event of a dispute between OMI and OUSD relating to provisions of this charter, OMI staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the OMI's Superintendent. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

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 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 which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School 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.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and Governing Board members of OAKLAND MILITARY INSTITUTE agree to attempt to resolve all disputes between the District and OAKLAND MILITARY INSTITUTE 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 OAKLAND MILITARY INSTITUTE, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
OAKLAND MILITARY INSTITUTE
3877 Lusk Street
Oakland, CA 94608

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(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 fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree to settle the controversy, claim or dispute by binding arbitration conducted by a single arbitrator in accordance with the guidelines of the AAA. If no agreement on an arbitrator is reached within 30 days after a request to mediate, the AAA shall select the arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear its own costs and expenses.

(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by the other party in compelling arbitration of any controversy, claim, or dispute.

OMI's Uniform Complaint Procedure

Oakland Military Institute's ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to

investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and

(2) complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, no child left behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee on a case-by-case basis.

The charter school prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Superintendent , Oakland Military Institute, 3877 Lusk Street, Oakland, CA 94608

The superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the superintendent or designee.

Notifications- The superintendent or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The superintendent or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Section IX

Student Admissions, Attendance, and Suspension/Expulsion

POLICIES

Admission Requirements

*"Admission requirements, if applicable."
– California Education Code § 47605(b)(5)(H)*

OMI will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All educational opportunities will be offered free of tuition.

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. An informative website has been developed (www.oakmilmiacademy.org) and will be regularly updated with information about OMI and our admission process. The website will include information explaining that OMI is open to and welcomes all students who share our mission, and that academic support services are available for students that 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.

Field Code Changed

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 school's mission and are committed to the school's instructional and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the 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 school exceeds the 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:

- siblings of existing students;

- children of employees and OMI Board members;
- residents of the District;
- other California residents.

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

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

A military leadership course is a valuable tool to acquaint new enrollees to the school's culture, behavior codes, terminology, routines and requirements. All new students are required to attend and successfully complete this training. OMI will establish a Review Board and standards to evaluate each student's performance record at this military training. If a student fails to attend or fails to participate successfully, then OMI's Review Board may discharge the student, prior to the start of the regular academic year.

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

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

By October 1 of each year, OAKLAND MILITARY INSTITUTE will notify the District in writing of the application deadline and proposed lottery date. OAKLAND MILITARY INSTITUTE 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.

Means to Achieve Racial/Ethnic Balance Reflective of District

*"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."
 – California Education Code Section § 47605(b)(5)(G)*

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

OMI's student population is already reasonably reflective of that of OUSD's.

OMI employs a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of OUSD:

- providing Spanish language materials;
- An enrollment process that is scheduled to include a timeline that allows for a broad-based

- application process;
- 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 include, but are 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.
- OUSD has expressed its interest in OMI student population reflecting the racial and ethnic balance of OUSD as a whole. In light of this mutual goal, OMI requests that OUSD include information about OMI on its website and in its informational materials.

As part of outreach to Spanish speakers, OMI prepares general information sheets, and other key documents in Spanish.

Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."
 – California Education Code § 47605(b)(5)(L)

No student may be required to attend OMI. Students who do not want to attend OMI may attend the schools in the school district where they reside, or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in OMI are informed on admissions forms that the students have no right to admission in a particular school of an local education agency (or program of any local education agency) as a consequence of enrollment in OMI, except to the extent that such a right is extended by the local education agency.

Pupil Suspension and Expulsion

"The procedures by which pupils can be suspended or expelled."
 – California Education Code § 47605(b)(5)(J)

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

OMI acknowledges the responsibility of each student, parent, volunteer, faculty, staff member and administrator to contribute to the wellbeing 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; and
- 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 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 which may include, but are not limited to suspension or expulsion. Specific policies regarding suspension and expulsion appear below. OMI's policies provide all students with due process and have been developed to conform to applicable federal laws relating to discipline of students with exceptional needs prior to beginning instruction.

SUSPENSION & EXPULSION PROCEDURES

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

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

A cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. OMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such cadets.

Alternatives to Suspension

In suspension cases which do not involve "enumerated offenses," it is at the discretion of the Commandant and/or Dean of Students to offer alternatives to suspension at the suspension conference. Alternatives may include school or community service, campus clean up duties, Saturday School, and/or in-house suspension. Alternatives may also include additional tasks such as research on the dangers of particular offenses, the creation of Public Service Announcements/posters/presentations regarding cadet misconduct, and counseling/mentoring sessions.

A. Grounds for Suspension and Expulsion of Cadets

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

B. Enumerated Offenses

Cadets may be suspended and/or expelled for any of the following acts when it is determined the cadet:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device or an incendiary device such as matches or a lighter, unless, in the case of possession of any object of this type, the cadets had obtained written permission to possess the item from a certificated school employee, with the Commandant or Dean's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 or Salvia Divinorum as noted in section 379 of the California Penal Code. Salvia Divinorum is also known by the street names as "Serenity" or "K2."
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. **Willful defiance shall include accumulating excessive demerits in a school year.**
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading cadet rights by creating an intimidating or hostile educational environment.
23. Engaged in an act of bullying, threat, harassment, or intimidation, including but not limited to bullying committed by means of an electronic act. (Defined as transmission of a communication, including but not limited to a message, text, sound, or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer, or pager).
24. Continued failure to comply with the military requirements of the Institute, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.
25. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.
26. Was found guilty of a misdemeanor or felony for an offense which occurred in conjunction with school operations or the cadet coming to or going from school, and which, in the opinion of the school, would bring discredit on the cadet or the school or would endanger the health and safety of members of the school community.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Suspension Conference

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

At the conference, the cadet shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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

Suspension Notice to Parents/Guardians

At the time of suspension, the Commandant or Dean 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 Dean, 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 Dean upon either of the following determinations: 1) the cadet's presence will be disruptive to the education process; or 2) the cadet poses a threat or danger to others. Upon either determination, the cadet's suspension will be extended pending the results of an expulsion hearing.

A cadet may be expelled by the OMI Superintendent upon the recommendation of the Discipline Board. The Discipline Board will consist of at least three members who are certificated and neither a teacher of the cadet nor a member of the OMI's Governing Board. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense or any cadet who has accumulated 40 or more demerits or an excessive number of demerits at first quarter (10 or more), second quarter (20 or more), or third quarter (30 or more).

Cadets recommended for expulsion either due to the accumulation of 40 or more demerits or for an offense outlined in this section are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Dean determines that the Cadet has committed an expellable offense or accumulated 40 or more demerits or an excessive number of demerits as noted above.

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

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

- a statement of specific facts, charges and offenses upon which the proposed expulsion is based
- a copy of OMI's disciplinary rules which relate to the alleged violation
- Notification of the cadet's or parent/guardian's obligation to provide information about the cadet's status at the school to any other school district or school to which the cadet seeks enrollment;
- The opportunity for the cadet or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses.
- OMI may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the Discipline Board Hearing in the form of sworn declarations which shall be examined only by the OMI Discipline Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the cadet.

Special Considerations for Sexual Assault or Battery Cases:

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- OMI must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the Discipline Board Hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the Discipline Board Hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the
- hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, OMI must present evidence that the witness' presence is both desired by the witness and will be helpful to OMI. The person presiding over the Discipline Board Hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Discipline Board Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an expellable offense or accumulated 40 or more (or an excessive number of) demerits.

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

If, due to a written request by the accused cadet, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

be made within ten (10) school days following the conclusion of the hearing. The Decision of the OMI Superintendent is final. Appeals of the Superintendent's decision to expel may be made in writing within 10 days.

The scope of the review of the Board shall be limited to the following questions:

1. Whether OMI acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the OMI Governing Board or Board Operations Committee. The cadet shall be considered expelled and not permitted to return to OMI during an appeal process.

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

The Dean, following a decision of the OMI Superintendent to expel, shall send written notice of the decision to expel, including the OMI Superintendent's findings of fact, to the cadet or parent/guardian. This notice shall also include the following:

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

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

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

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

No Right to Appeal - The cadet shall have no additional right of appeal from expulsion from OMI other than the OMI Governing Board as specified above.

Expelled Cadets/Alternative Education - Cadets who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans - Cadets who are expelled from OMI shall be given a rehabilitation plan upon expulsion as developed by the OMI Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the cadet may reapply to OMI for readmission.

Readmission - The decision to readmit a cadet or to admit a previously expelled cadet from another school district or charter school shall be in the sole discretion of the OMI Superintendent following a meeting with the Dean and the cadet and guardian or representative to determine whether the cadet has successfully completed the rehabilitation plan and to determine whether the cadet poses a threat to others or will be disruptive to the school environment. The Dean 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 disciplinary considerations for Special Education Students and Students With 504 Plans

All cadets with an IEP or a 504 plan will be allowed to reconcile all demerits determined to be a manifestation of their disabilities at the discretion of the Dean of Students in consultation with the Educational Specialist and/or IEP/504 Team and/or the Director of Instruction. In cases where a parent determines that a demerit was issued for a behavior or action that the parent believes is a manifestation of the cadet's disability as outlined in the IEP or 504 plan, the parent can request a meeting with the Dean of Students and/or the IEP/504 team and/or the Educational Specialist to collaboratively decide whether the demerit should be categorized as a manifestation and authorized for demerit decrement. In cases where a student is in the process of being assessed for an IEP or 504, the administration and parent will work collaboratively to determine the appropriateness of allowing a student to reconcile demerits.

Suspension & Expulsion Procedures

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

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

A cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. OMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such cadets.

In the case of a special education student, or a student who receives 504 accommodations, OAKLAND MILITARY INSTITUTE will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student's IEP, the student may be expelled.

A. Grounds for Suspension and Expulsion of Cadets

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

B. Enumerated Offenses

Cadets may be suspended or expelled for any of the following acts when it is determined the cadet:

1. ~~Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self defense.~~
2. ~~Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device, unless, in the case of possession of any object of this type, the cadets had obtained written permission to possess the item from a certificated school employee, with the Commandant or designee's concurrence.~~
3. ~~Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.~~
4. ~~Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.~~
5. ~~Committed or attempted to commit robbery or extortion.~~
6. ~~Caused or attempted to cause damage to school property or private property.~~
7. ~~Stole or attempted to steal school property or private property.~~
8. ~~Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.~~
9. ~~Committed an obscene act or engaged in habitual profanity or vulgarity.~~
10. ~~Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.~~
11. ~~Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Willful defiance shall include accumulating excessive demerits in a school year.~~
12. ~~Knowingly received stolen school property or private property.~~
13. ~~Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.~~
14. ~~Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.~~
15. ~~Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.~~
16. ~~Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.~~
17. ~~Engaged in or attempted to engage in hazing of another.~~

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading cadet rights by creating an intimidating or hostile educational environment.
23. Engaged in an act of bullying, including but not limited to bullying committed by means of an electronic act. (Defined as transmission of a communication, including but not limited to a message, text, sound, or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer, or pager).
24. Continued failure to comply with the military requirements of the Institute, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.
25. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.
26. Was found guilty of a misdemeanor or felony for an offense which occurred in conjunction with school operations or the cadet coming to or going from school, and which, in the opinion of the school, would bring discredit on the cadet or the school or would endanger the health and safety of members of the school community.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Suspension Conference

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

At the conference, the cadet shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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

Suspension Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Expulsion

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

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

A cadet may be expelled by the OMI Superintendent upon the recommendation of the Discipline Board. The Discipline Board will consist of at least three members who are certificated and neither a teacher of the cadet nor a member of the OMI's Governing Board. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense or any cadet who has accumulated 40 or more demerits.

Cadets recommended for expulsion either due to the accumulation of 40 or more demerits or for an offense outlined in this section are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Commandant or designee determines that the Cadet has committed an expellable offense or accumulated 40 or more demerits.

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

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

- ☐ a statement of specific facts, charges and offenses upon which the proposed expulsion is based
- ☐ a copy of OMI's disciplinary rules which relate to the alleged violation
- ☐ Notification of the cadet's or parent/guardian's obligation to provide information about the cadet's status at the school to any other school district or school to which the cadet seeks enrollment;
- ☐ The opportunity for the cadet or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- ☐ The right to inspect and obtain copies of all documents to be used at the hearing;
- ☐ The opportunity to confront and question all witnesses who testify at the hearing;
- ☐ The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses;
- ☐ OMI may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the Discipline Board Hearing in the form of sworn declarations which shall be examined only by the OMI Discipline Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the cadet.

Special Considerations for Sexual Assault or Battery Cases:

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- OMI must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the Discipline Board Hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the Discipline Board Hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the

hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand:

- If one or both of the support persons is also a witness, OMI must present evidence that the witness' presence is both desired by the witness and will be helpful to OMI. The person presiding over the Discipline Board Hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Discipline Board Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an expellable offense or accumulated 40 or more demerits.

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

If, due to a written request by the accused cadet, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Board shall be in the form of written findings of fact and a written recommendation to the OMI Superintendent who will make a final determination regarding the expulsion. The final decision by the OMI Superintendent shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the OMI Superintendent is final. Appeals of the Superintendent's decision to expel may be made in writing within 10 days. The scope of the review of the Board shall be limited to the following questions:

1. Whether OMI acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing;

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the OMI Governing Board. The cadet shall be considered expelled and not permitted to return to OMI during an appeal process.

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

The Commandant or designee following a decision of the OMI Superintendent to expel shall send written notice of the decision to expel, including the OMI Superintendent's findings of fact, to the cadet or parent/guardian. This notice shall also include the following:

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

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

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

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

No Right to Appeal—The cadet shall have no additional right of appeal from expulsion from OMI other than the OMI Governing Board as specified above.

~~Expelled Cadets/Alternative Education—Cadets who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.~~

~~Rehabilitation Plans—Cadets who are expelled from OMI shall be given a rehabilitation plan upon expulsion as developed by the OMI Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the cadet may reapply to OMI for readmission.~~

~~Readmission—The decision to readmit a cadet or to admit a previously expelled cadet from another school district or charter school shall be in the sole discretion of the OMI Superintendent following a meeting with the Commandant or his designee and the cadet and guardian or representative to determine whether the cadet has successfully completed the rehabilitation plan and to determine whether the cadet poses a threat to others or will be disruptive to the school environment. The Commandant shall make a recommendation to the OMI Superintendent following the meeting regarding his or her determination. The cadet's readmission is also contingent upon OMI's capacity at the time the cadet seeks readmission.~~

Section X

FINANCIAL PLANNING, Business Matters, Reporting and Accountability

OMI is a wholly separate and independent entity from OUSD.

OMI receives funding in accordance with Education Code § 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.

OUSD will be reimbursed its actual costs up to 1 % of the revenue of OMI (defined in accordance with Education Code § 47613(a) through (f)) for supervision and oversight costs. "Revenue" is defined by Education Code § 47613(f) as the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. OUSD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter. These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in Section IX of this Charter.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Fiscal Strength and Support

OMI has significant financial strength. This strength includes strong financial reserves of ~~\$1,644,916.43~~ almost \$1.7 million as of ~~December 16, 2008~~ June 30, 2013.

OMI's fiscal responsibility, efficient accounting practices and policies, and timely reporting to state and local entities is clearly evident in the seven years of clean audits. OMI's five-year financial plan is well developed and conservative in its approach.

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.

Administrative Services

As necessary, OMI may contract for administrative services with service providers as appropriate.

Audits

*"The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."
– California Education Code § 47605(b)(5)(l)*

An annual independent fiscal audit of the books and records of OMI is conducted as required under Education Code §§ 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 State Controllers 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 approved by the State Controller on its published list as an educational audit provider.

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 to 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 OAKLAND MILITARY INSTITUTE is a recipient of federal funds, including federal Title I, Part A funds, OAKLAND MILITARY INSTITUTE has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. OAKLAND MILITARY INSTITUTE agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act 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. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.

- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

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

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

~~See Appendices XXI-XXIV for the last four years of audits.~~

Budgets

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.
– California Education Code § 47605(g)*

~~See Appendix XXV for the projected budget for five years.—OMI has submitted budget projections including multi year budget projections to Oakland Unified as part of its ongoing fiscal due diligence.~~

These ~~is~~ documents ~~are~~ based upon certain projected enrollments for the five years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

Financial Reporting

OMI provides reports to OUSD as follows in accordance with Education Code Section 47604.33 and provides additional fiscal reports as requested by OUSD:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

OAKLAND MILITARY INSTITUTE 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").

Section XI

Potential CIVIL LIABILITY Effects

"Potential civil liability effects, if any, upon the school and upon the District." – California Education Code Section 47605(g)

Intent

This statement is intended to fulfill the terms of Education Code § 47605(g) and provide information regarding the proposed operation and potential effects of OMI on OUSD.

Civil Liability/Insurance

OMI is operated as an existing California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of § 501 (c)(3) of the Internal Revenue Code and California Revenue and Taxation Code § 23701 d.

Pursuant to Education Code § 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. OMI will work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings as requested, statutory fiscal reporting, or other requested protocol to ensure the District will not be liable for the operation of OMI.

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 school annually.

Section XII

CLOSURE PROTOCOL

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records."

– California Education Code § 47605(b)(5)(P)

We do not expect OMI to close. However, in the event of OMI closing, we will work with OUSD and our outside auditors to ensure the preparation of the closing audit and the disposition of net assets and liabilities. Immediate notification will be provided to OUSD regarding any consideration of closure.

Consistent with 5 CCR 11962, the following procedures will apply in the event OMI closes, regardless of the reason for closure.

- Closure of OMI will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board will promptly notify the chartering agency, the Alameda County Office of Education, OMI's SELPA, the retirement systems in which OMI's employees participate, and the California Department of Education of the closure and of the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- The Board will be responsible for communication of closure to students, parents, and staff. The Board will ensure notification to the parents and students of OMI of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close OMI.
- This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- As applicable, OMI will provide parents, students and the chartering agency with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. For student records, we will work with OUSD to ensure that records for current students are delivered to the district of residence for those students. For alumni/alumnae, we will hold these records after closure of OMI.
- All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- As soon as reasonably practical, OMI will prepare final financial records. OMI will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by OMI and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to OMI.

- OMI will complete and file any annual reports required pursuant to Education Code section 47604.33.
- On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- On closure, OMI shall remain solely responsible for all liabilities arising from the operation of OMI.
- As OMI is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of OMI, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
- As specified by the Budget in the Appendix, OMI will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Section XIII

MISCELLANEOUS

Administrative Services

OMI reserves the right to create an MOU with another entity for the purpose of providing a financially sound approach to administrative services.

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of OAKLAND MILITARY INSTITUTE not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if OAKLAND MILITARY INSTITUTE 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 then-applicable law.

Mandated Costs

In order to meet the health, safety, and public accountability requirements of all public school children at OMI, the Charter School shall comply with the following state-mandated programs:

- Annual Parent Notifications
- Clean School Restrooms
- Comprehensive School Safety Plans
- Criminal Background Checks
- Graduation Requirements
- Open Meetings Act/Brown Act
- Immunization Records
- Parent Conferences and Notification- Students in danger of Failing a Course
- Physical Performance Tests
- Pupil Promotion and Retention as applicable to Grade 6-12
- School Accountability Report Cards
- Hearing, Vision, and Scoliosis Screenings
- Standardized Testing and Reporting
- Student Records

Eligible expenses which the sponsoring district incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of the Charter School and should be addressed by the sponsoring district through the State's Mandated Cost Reimbursement Program's Charter School claims.

Facilities

OMI provides classroom instruction at one facility 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.

In the case that OAKLAND MILITARY INSTITUTE occupies a non-District facility, if OAKLAND MILITARY INSTITUTE fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 45 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools.

If OAKLAND MILITARY INSTITUTE moves or expands to another facility during the term of this charter, OAKLAND MILITARY INSTITUTE shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 45 days before school is scheduled to begin operation in the facility or facilities. OAKLAND MILITARY INSTITUTE shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Public Records

OAKLAND MILITARY INSTITUTE acknowledges that 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 OAKLAND MILITARY INSTITUTE to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at OAKLAND MILITARY INSTITUTE and of the District. OAKLAND MILITARY INSTITUTE 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 OAKLAND MILITARY INSTITUTE does not have that OAKLAND MILITARY INSTITUTE needs in order to meet its obligations, the District shall provide the same to OAKLAND MILITARY INSTITUTE in a reasonably timely manner upon request.

If OAKLAND MILITARY INSTITUTE does not test (i.e., STAR) with the District, OAKLAND MILITARY INSTITUTE hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

External Reporting

OAKLAND MILITARY INSTITUTE will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires 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 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, OAKLAND MILITARY INSTITUTE must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.

Revocation of the Charter

The District may revoke the charter of OAKLAND MILITARY INSTITUTE if OAKLAND MILITARY INSTITUTE commits a breach of any terms of its charter. Further, the District may revoke the charter if OAKLAND MILITARY INSTITUTE commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of OAKLAND MILITARY INSTITUTE on any of the following grounds:

1. OAKLAND MILITARY INSTITUTE committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. OAKLAND MILITARY INSTITUTE failed to meet or pursue any of the pupil outcomes identified in the charter.
3. OAKLAND MILITARY INSTITUTE failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. OAKLAND MILITARY INSTITUTE violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify OAKLAND MILITARY INSTITUTE in writing of the specific violation, and give OAKLAND MILITARY INSTITUTE a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Impact on Charter Authorizer

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

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

OAKLAND MILITARY INSTITUTE 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.

OAKLAND MILITARY INSTITUTE agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- OAKLAND MILITARY INSTITUTE is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of OAKLAND MILITARY INSTITUTE.
- The District is authorized to revoke this charter for, among other reasons, the failure of OAKLAND MILITARY INSTITUTE to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to review OAKLAND MILITARY INSTITUTE external audit findings, records, data, processes and procedures through the Office of Charter Schools or other means. The review may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- The results of audits conducted by the external financial auditor,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

OAKLAND MILITARY INSTITUTE shall cooperate fully with such reviews and to make available any and all records necessary for the performance of the review upon 30 days notice to OAKLAND MILITARY INSTITUTE. If 30 days notice is insufficient because of exigent circumstances which exist in the judgment of the district requires shorter notice, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to OAKLAND MILITARY INSTITUTE operations is received by the District, the OAKLAND MILITARY INSTITUTE shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Term of the Charter

The term of the OMI charter will be five years from June 30, 2009 through June 30, 2014.

Severability

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement will not be affected thereby and will remain valid and fully enforceable.

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.

Section XIV

CONCLUSION

By approving 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 to set the highest standard for what a charter school should and can be. 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 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 certification, athletic league success, emergency preparedness, and food service certification.

LEGISLATIVE FILE

File ID No. 13-2911

Introduction Date 12/11/13

Enactment No. _____

Enactment Date _____



*Oakland Military Institute
College Preparatory Academy*

A CALIFORNIA CHARTER SCHOOL

Submitted to

Oakland Unified School District Board of Education

December ^{11, 2013} 4, 2013



Oakland Military Institute - College Preparatory Academy

3877 Lusk Street • Oakland, California 94608 • TEL (510) 594-3900 • FAX (510) 597-9886

October 14, 2013

Gary Yee, Acting Superintendent, Oakland Unified School District
David Kakashiba, President, Oakland Unified School District Board of Education
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

Dear Superintendent Yee and President Kakashiba,

The enclosed documents are submitted in support of the request by the Oakland Military Institute College Preparatory Academy for a renewal of its charter for the period July 1, 2014 through June 30, 2019. At its October 14, 2014 meeting, the OMI Governing Board authorized the submission of the enclosed materials:

- * a modified Performance Report as requested by the OUSD Office of Charter Schools
- * a fully updated charter petition
- * supplemental materials requested by your office.

We look forward to the public hearing and an affirmative action by the OUSD Governing Board to renew the charter for our highly successful school.

Sincerely,

Clinton Reilly
President of the OMI Governing Board

Mark P. Ryan, Ph.D.
Superintendent



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<i>A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records.</i>	

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 school-site.
- (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 §§ 47600 *et seq.*) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of § 47605 of the Act.

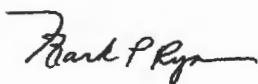
As detailed in this Charter, OMI will continue to make important contributions to the legislative goals outlined above. By granting this Charter renewal, OUSD will help fulfill the intent of the Charter Schools Act while providing students with an additional quality public school educational option.

Affirmations / ASSURANCES

The following affirms that upon renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Oakland Military Institute for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Oakland Military Institute, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State except in accordance with Education Code Section 47605(d)(2). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere 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 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Oakland Military Institute including but not limited to:
 - OMI shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - OMI shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - OMI shall comply with any jurisdictional limitations to locations of its facilities.
 - OMI shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - OMI shall comply with all applicable portions of the No Child Left Behind Act.
 - OMI shall comply with the Public Records Act.
 - OMI shall comply with the Family Educational Rights and Privacy Act.
 - OMI shall comply with the Ralph M. Brown Act.
 - OMI shall meet or exceed the legally required minimum of school days.



Mark Ryan, Ph.D. Lead Petitioner

4 Dec 2013

Date

Executive Summary

Oakland Military Institute

<h3>Mission</h3>	<p>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.</p>
<h3>Academics</h3>	<p>OMI is a college preparatory charter public school serving students in grades six through twelve. OMI provides an engaging and rigorous academic curriculum, focusing on English, math, science, social studies, character education, and the arts. All students will be enrolled in the courses needed to attend the University of California, California State Universities, and the most selective private universities.</p>
<h3>Educational Philosophy & Approach</h3>	<p>To be an <u>educated person</u> in the 21st century global economy will require a strong post secondary education. OMI believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college and life. <u>Learning best occurs</u> in a culture of data-driven assessments and OMI's instructional methods include a variety of approaches that are research based and consistent with the core values of OMI.</p>
<h3>Enrollment</h3>	<p>A small school setting with approximately 120 students per grade level, grades 6-12.</p>
<h3>Facility</h3>	<p>OMI currently holds a long term lease agreement, expiring June 30, 2028, with Oakland Unified School District for a small school site located at 3877 Lusk Street, Oakland, California. OMI has invested over \$12 million in site improvements and created a safe and attractive site conducive to learning.</p>
<h3>High School</h3>	<p>All students in high school (grades 9-12) are enrolled in the course work required for entrance to the University of California, California State University and selective private universities. The curriculum is engaging and rigorous, meeting and exceeding California state standards. It emphasizes science, math, social studies, English, and the arts. It is the expectation of OMI that many students will take Advanced Placement (AP) and/or community college coursework in either the 11th or 12th grades.</p>
<h3>Military Tradition</h3>	<p>OMI is similar in design and educational program to some of the best public and private military schools in the United States. OMI is a partnership with the California Cadets Corps, California National Guard Youth Programs.</p>
<h3>Contact</h3>	<p>Web site: omiacademy.org Email: info@omiacademy.org Phone: (510) 594-3900</p>

Section I

INTRODUCTION

OMI Makes Important Contributions to Public Education

First and foremost, OMI is an academic institution. The OMI mission is to prepare graduates for successful matriculation at competitive universities. Evidence of our success at preparing academically skilled students for college may be seen in our college acceptance rates. Four-year university acceptances have averaged 75% for the seven OMI graduating classes to date. Many OMI graduates have been accepted to and graduated from very competitive universities such as Yale, UC Berkeley, UCLA, and others. The academic skill level of these students is sound and speaks clearly to the academic preparation of our students.

OMI firmly believes that OMI's graduates have demonstrated strong academic discipline skills in the core subject areas. OMI's high school core courses have been deemed UC A-G compliant, a distinction that requires students to meet a rigorous course of study for graduation. OMI's graduation requirements exceed those of OUSD, and many OMI students successfully complete demanding Advanced Placement and community college courses taught in conjunction with the Peralta Community Colleges. Nearly all OMI seniors graduate each year on time.. Therefore, OMI administration and faculty are confident that OMI graduates, by having to complete successfully the rigorous OMI academic program, are developing strong content area skills.

Teaching military/teambuilding skills is a special emphasis of OMI. By means of a current MOU with the California National Guard Youth Programs Directorate, OMI students receive character education classes each day from qualified National Guard personnel and receive military-style uniforms for free on which they can display the insignia or rank, ribbons and medals recognizing their accomplishments. Each student is assigned to a "company" of cadets upon matriculation. These companies foster teambuilding skills by having the students work together toward group goals. Most of these group goals focus on winning the company competitions held throughout the school year. Cadet companies focus on successfully completing outdoor education experiences, military ceremonies, drill competitions, and parade performances, to name a few. Much of the curriculum within the military science courses is devoted to leadership and teambuilding. The National Guard staff have all received specialized training in character education. They teach responsible leadership, citizenship, community service, physical fitness, military-style drill, outdoor education, and more.

Evidence of OMI's success in teaching military/teambuilding skills may be seen by the number of successful drill ceremonies held each year, the outstanding success of OMI teams at state-level military competitions, successful outdoor education events, and the close and heated level of competition among the companies each year for the Honor Organization award.

OMI is developing both strong academic discipline skills and leadership/teambuilding skills in our students.

In accordance with the California Charter Schools Act of 1992, as amended, Oakland Military Institute, College Preparatory Academy hereby petitions the Oakland Unified School District ("OUSD" or the "District" or the "School District") to grant this charter renewal petition for OMI for five years from the date of June 30, 2013 (the "Charter"). (Throughout this Charter, the terms "student" and "pupil" and "cadet" are used interchangeably.)

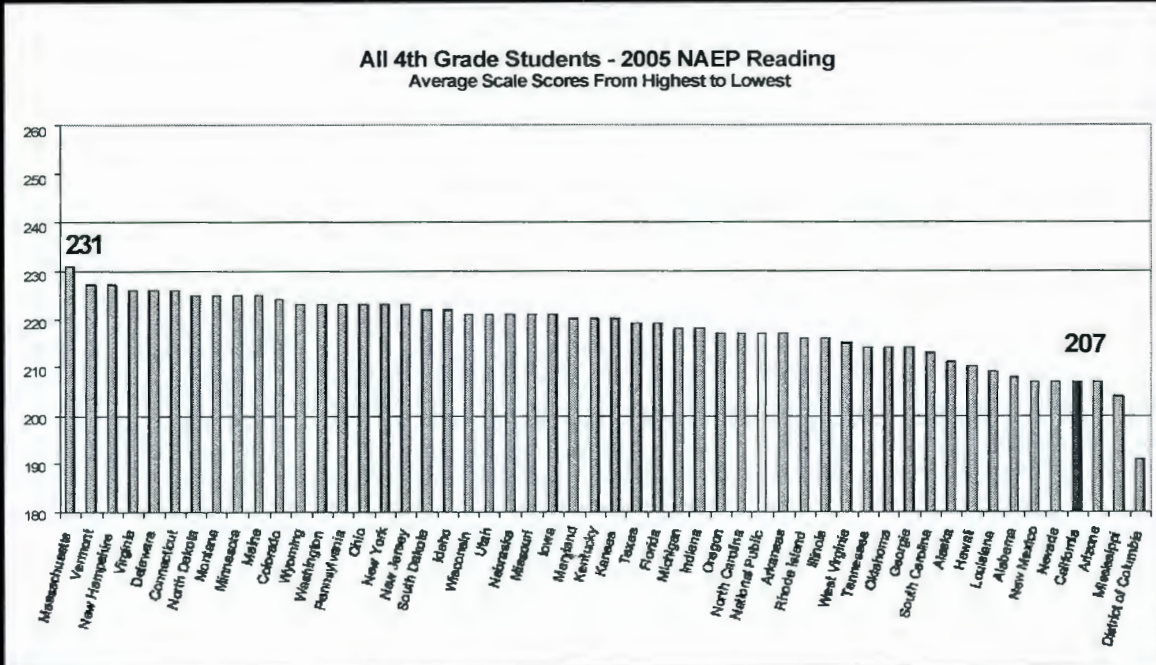
Offering Improved Academic Performance in Oakland

There is a clear need to improve public education in California and the United States. The need to offer additional high-quality educational choices is equally important in Oakland. OMI offers an additional educational opportunity for students and families in Oakland by providing a school that is:

- A public school with a specific college preparatory mission.
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements.
- Offering a rigorous academic curriculum to all its students, including English, social studies, math and science.
- Committed to maintaining high expectations for both academic and personal performance.
- A small and supportive school environment
- Providing character and leadership education using a military structure

Currently there is no public school in the Bay Area region that is similar to OMI. The only choices similar to OMI are expensive private schools in other states. OMI serves the larger community by increasing the number of successful college-ready graduates, and the pool of local residents with the high level skills needed by companies in our region and nationally.

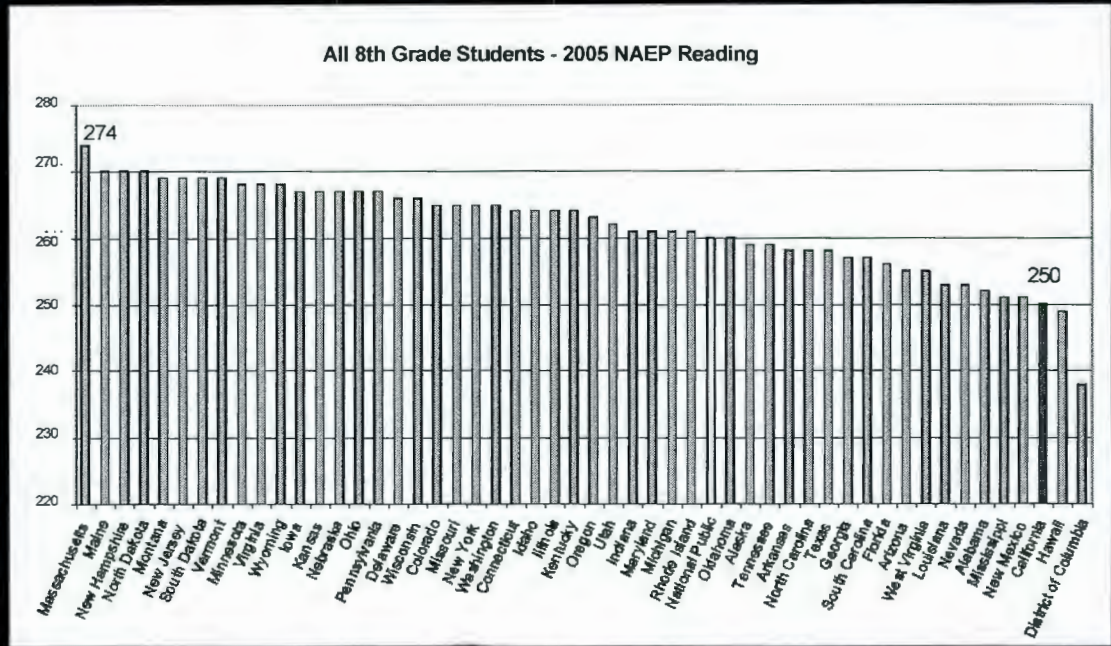
California's NAEP Scores for 4th Grade Reading Lag Behind Other States



Source: National Center for Education Statistics.

2007 by The Education Trust-West

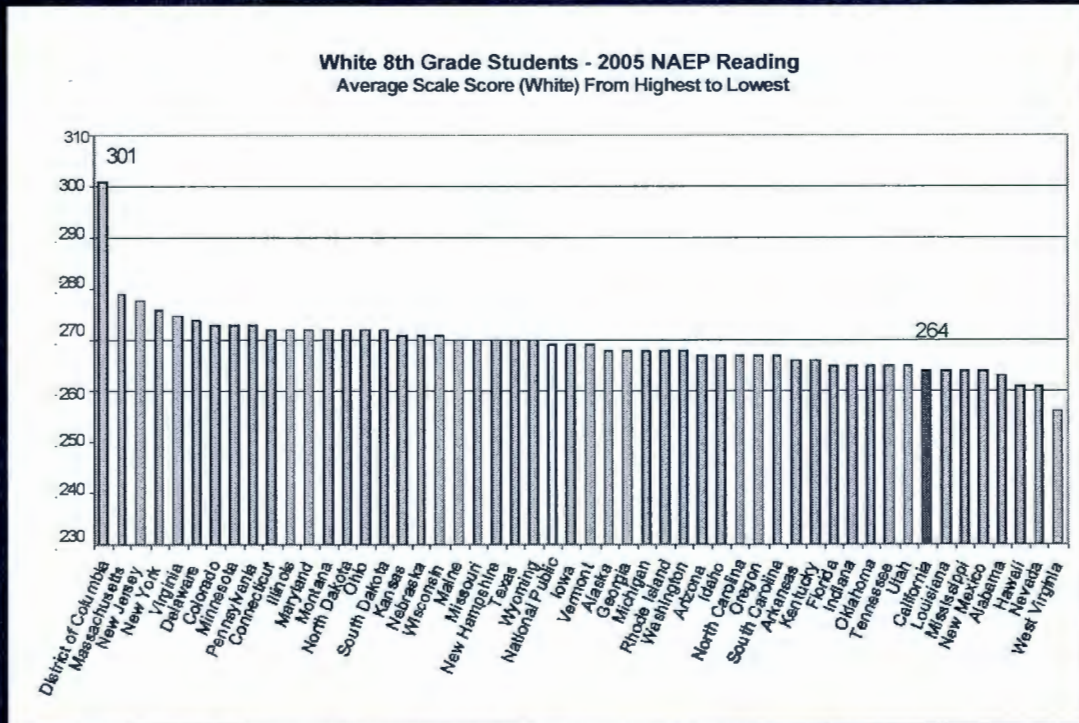
California's NAEP Scores for 8th Grade Reading Lag Behind Most States



Source: National Center for Education Statistics.

2007 by The Education Trust-West

California's White 8th Grade Students Trail Behind Their Peers in Most States



The Need for Higher Academic Performance in Oakland, in California, and throughout the United States

Oakland Educational Needs

Employers in Oakland need highly educated and capable employees, and the economic viability of our community depends on the availability of this type of highly educated and skilled workforce. Students in Oakland are often less affluent than students as a whole in California. Oakland students fall below the academic performance levels set by the state (proficient) that are needed to be successful in college. In addition, skills of leadership, teamwork, and strong character are essential for developing the best possible citizens for the communities of the East Bay in California.

California Schools Need to Significantly Improve Education Offered to Students

The need for higher achievement and more academic rigor is equally evident at the state level. On the National Assessment of Educational Progress (NAEP), California students rank at the bottom. In eighth grade Reading, California students are third from the bottom. This poor performance is not due to the demographics of the state. When demographics are adjusted, California still performs at the bottom, with the same performance level as Mississippi, Alabama, Louisiana, and New Mexico. The three charts which follow illustrate this poor performance.

California is One of the Poorest Performing States in the United States

The educational achievement of children in the United States as a whole is significantly less than other industrial nations. California students are some of the poorest performing in the nation.

In the California report, The Governor's Committee on Education Excellence issued the summary report *Getting Down to Facts: School Finance and Governance in California in March 2007*. This report captures the challenges California faces. The challenges are captured in the following excerpt:

Introduction

On many different measures of achievement, California's students fall far behind those in other states. As shown in Figure 1, on the 2005 National Assessment of Education Progress, California ranked 7th lowest in eighth grade math in comparison to the 49 other states and the District of Columbia. Perhaps more telling, the average California student is competitive with just the bottom quarter of students in Massachusetts. The story is at least as bad in other subjects. California performed 3rd lowest in reading, ahead of only Hawaii and the District of Columbia, and 2nd lowest in science, ahead of only Mississippi. Some suggest that California's position simply reflects the large minority populations in the state, but the facts on achievement belie this. California schools do not do well for any group – as an example, a chart similar to Figure 1 only for Hispanic students would place California fourth from the bottom. Significant progress will require fundamental and comprehensive change."

The Need for Improving Education in the United States

The need for schools that offer students a rich and rigorous college preparation program is critical for the United States, for California, and for Oakland, in order to maintain or regain our competitive standing in an increasingly global economy. For example, on the international level, 19 countries (such as the Netherlands, Belgium and Japan) scored higher than eighth grade students in the United States in mathematics. Compared to key industrialized nations, these same students ranked 11 out of 13. The United States faces similar challenges in science. The Program for International Student Assessment (PISA) focuses on the ability of 15-year-olds to apply science knowledge and skills to a variety of materials with a real-life context. On the 2003 PISA, U.S. 15-year-olds scored below the science literacy average of the 29 participating countries.

The United States is Behind Compared to Other Nations

The reports, task forces, and statistics regarding the failure of United States students to be competitive with students from other nations are substantial and compelling. The most recent of these reports, "Comparative Indicators of Education in the United States and Other G-8 Countries: 2006" released in August 2007, illustrates the challenges faced by the United States. The United States spends more money per student for elementary and secondary education than any G-8 industrial nation, yet the academic achievement of students in the United States falls behind that of many countries. For example, the performance in Mathematics Literacy among 15-year-old students on the PISA 2003 assessment defined above; approximately one-quarter of 15-year-old students in the United States scored at or below the lowest proficiency level on the combined mathematics literacy scale. This is a higher proportion of students than in Germany, France, Japan, and Canada. Fifteen-year-old students in the United States generally scored lower, on average, than their peers in the same four G-8 countries on each of the four mathematics literacy subscales: space and shape, change and relationships, quantity, and uncertainty. Although US students were generally at an advantage in terms of socioeconomic status (SES) compared to their G-8 peers, low-SES 15-year-old students in the US were outperformed by their peers in Germany, France, Japan, and Canada in mathematics literacy.

The results of the 2003 Trends in International Mathematics and Science Study (TIMSS) for eighth grade are no more encouraging. Forty-five countries participated in the assessments at the eighth-grade level. In science, US eighth-graders were outperformed by eighth-grade students in the following eight countries: Singapore, Chinese Taipei, Republic of Korea, Hong Kong SAR, Estonia, Japan, Hungary, and Netherlands. In math, US eighth-graders were outperformed by their peers in 14 countries: Singapore, Republic of Korea, Hong Kong SAR, Chinese Taipei, Japan, Belgium, Netherlands, Estonia, Hungary, Malaysia, Latvia, Russian Federation, Slovak Republic, and Australia.

The Need for Improved Educational Opportunities in Today's World Demand Innovations like OMI

The global economy has been a demanding reality for nations since the end of World War II. The transformation in the 21st century is that the global economy has progressed beyond a contest between nations, to one where individuals are competing against each other for employment, economic opportunity and economic security. It is in this context that California as a state, and Oakland as a community must strive to ensure the continuing success and prosperity of its citizens. One of the critical keys to international competitiveness is a highly educated workforce. Educating the students living in Oakland and throughout California, so that they excel in academic achievement and are internationally competitive, while also nurturing their development as involved citizens who share our country's common values, is the daunting task that OMI undertakes.

OMI provides a public school opportunity to address the need for an educated population of responsible citizens in our community, our state, our country, and our world.

OMI: Meeting the Needs of Oakland, California, and the United States

The OMI Board of Directors along with Jerry Brown (then Mayor of Oakland), as the Founding Group for OMI, proposed the creation of a new, small, academically-rigorous school, OMI, to serve students in grades six through twelve, to be located in Oakland, California, and to use the model of successful military schools by means of partnering with the California National Guard Youth Programs Directorate. After seven years of successfully preparing young people to enter college, OMI is proud of its first seven graduating classes and the high level of four-year college acceptance rates of over 75%. OMI has developed a strong academic program, ranking among the best schools in Oakland, and has developed an important and unique character education component through the military-style Leaders of Character (LOC) courses.

The creation of OMI, with its academic rigor and its commitment to helping students become responsible citizens, is an example of fundamental and comprehensive change in education necessary to meet the 21st century needs of Oakland, California and the United States. As illustrated in the OMI performance report accompanying this charter renewal petition, OMI has made solid progress toward achieving its lofty mission and will continue to strive for educational excellence. Through a rigorous a-g curriculum, a small school environment, and dedicated teachers who hold students to high standards, OMI prepares students to be academically competitive, while also helping them develop as involved and responsible citizens. OMI graduates are prepared for the challenges and rewards available at competitive public and private universities and colleges, and eventually the world of work in a highly competitive global marketplace.

Section II

EDUCATIONAL PHILOSOPHY

"A description of the educational program of the school, designed, among other things, to identify those whom the 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. If the proposed charter school will enroll high school pupils, a description of the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause."
– California Education Code § 47605(b)(5)(A)(i-iii)

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.

Educational Philosophy

OMI's four pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS. Using a military framework, the goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders of character.

The demanding ACADEMIC program consists of language arts, math, science and history, as well as world languages, fine arts, leadership, and physical fitness training. OMI seeks and supports students who have ambition and are ready to take responsibility for their own learning. OMI also offers honors, advanced placement, and college level courses. We also understand that some of our cadets enter OMI performing below grade level, and we require these students to accelerate learning through before school, after school, Saturday and summer academic support programs. Through hard work, determination, and a positive attitude, all students are expected to do whatever it takes to meet OMI's rigorous academic standards and achieve proficiency on the Common Core State Standards. We partner with parents to communicate about student progress and help all students succeed to the best of their abilities. Parents have a set of duties to fulfill their role as the primary educators of their children.

The military framework of the school develops LEADERSHIP and promotes a sense of pride and community as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic exercises. All cadets participate as members of the California Cadet Corps, and are assigned to units within a military chain of command (squads, platoons, companies, and battalions within the Corps of OMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at OMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn military customs and courtesies and achieve promotions and awards for their accomplishments. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

Cadets learn what is expected of them at the Summer Camp prior to their enrollment at OMI, a camp which thoroughly introduces new students to the CITIZENSHIP expectations of the school. The disciplinary system, patterned after the military model, is fair and predictable. It uses a merit and demerit system that provides both positive and negative consequences. All cadets share a common set of duties they are expected to fulfill as well as a code of honor requiring absolute integrity. Cadets who do not meet our expectations for conduct, integrity, and/or who do not fulfill their duties forfeit their opportunity to attend OMI.

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

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

OMI CADET CODE OF HONOR

At Oakland Military Institute, cadets learn and behave by a code of conduct that will serve them well during their time at the Institute and long after they have graduated. It is simple, and should govern everything cadets do both on and off campus. Violating the cadet code will lead to disciplinary action and possible dismissal from the Oakland Military Institute.

"A CADET IS RESPECTFUL AND WILL NOT LIE, CHEAT, OR STEAL, OR TOLERATE THOSE WHO DO"

TO BE RESPECTFUL is to honor the fundamental infinite dignity and worth of each individual. It means to treat oneself, others, and the property of others the way we would like to be treated. Respect is at the heart of the golden rule, "Do unto others as you would have done unto you." Cadets do not engage in physical, verbal, or emotional abuse of others. This includes peers, school staff, and members of the community. They do not bully, harass, or intimidate others. They keep their environment clean and free from vandalism.

TO LIE is to make an untrue statement, intending to deceive or produce a false impression. The statement can be oral, written or implied by action. Making a statement that is only half-true, or attempting to give a false impression by leaving out pertinent information is lying.

TO CHEAT is to attempt or to aid in an attempt to gain unfair advantage over others. For instance, using the work of another person as your own is cheating. Likewise, allowing someone else to claim your work as theirs is another form of cheating.

TO STEAL is to knowingly take a property or service, temporarily or permanently, without consent. Taking or borrowing without permission is stealing.

TO TOLERATE is to ignore the dishonorable actions of other cadets. A cadet who knows that another cadet violated the Honor Code has an obligation to report it. A cadet who sees another cadet be disrespectful, lie, cheat or steal and does not report the incident has violated the honor code.

OMI CADET CREED

I am an Oakland Military Institute Cadet. I will always conduct myself to bring credit to my family, country, academy, and corps of cadets.

I am loyal and patriotic. I am the future of the United States of America.

I do not lie, cheat, or steal and will always be accountable for my actions and deeds.

I will work hard to improve my mind and strengthen my body.

I will seek the mantle of leadership and stand prepared to uphold the Constitution of the United States of America.

DUTIES OF AN OMI CADET

1. Learn and strive for academic excellence
2. Set goals and work hard to achieve them
3. Respect oneself and others
4. Demonstrate integrity and good character
5. Accept responsibility and the mantle of leadership
6. Follow instructions
7. Wear the uniform properly and with pride
8. Use military courtesy
9. Care for the OMI campus
10. Work well as a member of teams
11. Serve the school and community
12. Prepare for success in college
13. Celebrate and take pride in success
14. Be physically fit and active
15. Get involved in school activities

DUTIES OF AN OMI PARENT

1. Ensure your child wears the correct and complete uniform daily and complies with all grooming and appearance standards.
2. Promote daily, proper use of the school planner and check homework daily for completeness.

3. Read the entire planner and act upon the weekly parent bulletin. Refer to the school calendar and website often in order to be up-to-date on important OMI events.
4. Be aware of the status of your child's demerits, attendance, and grades by regularly checking the online parent portal and the planner page with permanent demerit entries.
5. Ensure your child attends school every day on time and only misses class for very serious reasons.
6. Participate in Parent Advisory Council activities and complete required parent service hours, including attending student led conferences, general parent meetings, and other mandatory activities.
7. Praise your child's achievements and celebrate triumphs.
8. Communicate with teachers when you have questions and respond to contacts from the school.
9. Encourage your child to do the right thing always, treat others with respect, and make OMI a better place.
10. Ensure your child attends and participates fully in academic support classes when assigned and takes those classes seriously.
11. Help your child believe that attending a four year college/university and postsecondary education is desirable and achievable.
12. Communicate through your child's TAC team any concerns or questions you may have.
13. Ensure your child participates in athletics and other extra-curricular programs, and attend events your child is involved in (athletics, etc).
14. Require your child to adhere to the cadet code of honor at all times.
15. Ensure your child eats the healthy meals/snacks at Café OMI or has healthy food when at school.

Targeted School Populations – Whom does OMI Educate? (A Rigorous, Relevant and Attainable Education for All Students)

OMI believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college. This view is widely shared by educational and political leaders and organizations such as California's former Superintendent of Public Instruction Jack O'Connell. With a clear and focused mission and as a school of choice, OMI provides a clear choice for students and their families. OMI is not a traditional public middle school/high school, and all of 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 IDEIA and Section 504 of the Rehabilitation Act. Students leave OMI prepared for an increasingly competitive global economy, confident that their skills will ensure success in college and the work place.

OMI believes its students have a duty to learn and a duty to lead. Students must be willing to fulfill those duties in order to be accepted and remain at OMI.

OMI's highest priority is to prepare our students, including students traditionally underserved or underachieving (not meeting their personal potential), so that our graduates are prepared to enter and thrive at the world's finest universities and colleges if they so choose. OMI's educational program is based on the educational needs of the following student profile:

- Students and families who commit to a rigorous college preparatory educational program. Students are accepted on an equal basis, without academic entrance requirements;
- Students whose academic and personal interests benefit from a small school environment with personalized attention; and understand the value of character development, and
- Students whose diversity reflects the community.

OMI seeks to educate students in grades six through twelve that reflect the diversity of Oakland. In the 2013-2014 school year, over 8076% of OMI students qualified for free or reduced lunch.

An Educated Person in the 21st Century

To be an educated person in the 21st century global economy will require a strong post secondary education. ***OMI believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college and life.***

The keys to drawing the best from every student are:

- High expectations;
- A rigorous curriculum;
- Teaching excellence;
- A small school community, and
- A commitment to character and leadership education.

An educated person in the 21st century must, above all, be a master of basic skills such as reading, writing and mathematics. In addition, he/she 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; and an educated person needs to develop teamwork skills, leadership/decision-making skills, and habits of good character.

Educational Program Overview

This section of the charter renewal petition provides an overview of the Educational Program that is provided by OMI. The Educational Program Overview, combined with Section IV: MEASURABLE STUDENT OUTCOMES AND USES OF DATA, provides a clear and comprehensive picture of the total educational program that OMI provides.

OMI clarifies the mission statement by means of expected schoolwide learning results (ESLRs). The ESLRs guide programmatic decisions and curricular development.

The following are the **Expected Schoolwide Learning Results** for the Oakland Military Institute College Preparatory Academy:

Academics

- 1) think critically and creatively
 - a. by solving complex mathematical problems
 - b. by designing experiments to answer specific questions and engage in scientific inquiry
 - c. by understanding complex patterns and symbolism in literature and art
 - d. by applying knowledge to solve real world problems
- 2) demonstrate effective oral communication skills
 - a. by serving as a student leader
 - b. by employing academic language in effective oral communication
 - c. by learning another language
- 3) write coherent, organized, and grammatically correct compositions
 - a. by writing effectively in a variety of genres
 - b. by writing effectively for a variety of audiences
 - c. by writing effectively for a variety of purposes
- 4) read, analyze, and comprehend a wide variety of written materials
 - a. by acquiring reading proficiency in discipline-centered texts, literature genres, and media genres
 - b. by developing the academic language demanded by each discipline
 - c. by evaluating and synthesizing information from a variety of texts
- 5) investigate and solve problems through a variety of logical means
 - a. by using mathematical algorithms effectively
 - b. by using research and data
 - c. by using logical argumentation, inference, and deduction to solve problems
 - d. by utilizing scientific methods and inquiry to solve theoretical and real-world problems
- 6) possess sufficient content knowledge to succeed in post-secondary education
 - a. by achieving content knowledge needed for CAHSEE
 - b. by acquiring vocabulary and other content knowledge necessary for College entrance exams
 - c. by meeting the University of California A-G requirements
- 7) use a variety of technology resources successfully in academic and real-world settings
 - a. by acquiring fundamental knowledge and skills of computer software and hardware
 - b. by evaluating and analyzing internet information

Leadership

- 1) work successfully for a greater purpose as a member or leader of a team
 - a. by sacrificing self-interest for the overall success of the team when needed
 - b. by ensuring the individual success of each team member

c. by practicing organizational, planning, and leadership skills at the squad, platoon, company, battalion, and regimental levels

2) envision and set goals

a. by organizing and prioritizing tasks to achieve goals

b. by setting interim objectives

c. by adjusting goals and objectives as appropriate

3) display confidence and poise

a. by speaking effectively in front of peers and adults

b. by accepting leadership roles within school

c. by reacting responsibly in times of challenge or stress

d. by demonstrating military courtesy

Citizenship

1) be an honorable person

a. by examining one's values

b. by having the courage to live by those values

c. by making and keeping commitments

d. by fulfilling the fifteen duties of an OMI cadet

2) respect yourself and others

a. by being courteous to others

b. by using the appropriate language for school, social, and work environments

c. by recognizing others' physical and personal space

d. by ensuring your own lifelong physical well-being, health, and fitness.

3) believe in the core values of justice, moderation, wisdom, patriotism, democracy, and compassion

a. by obeying the cadet creed

b. by encouraging others to live by these values

c. by being a role model for others

d. by valuing the views and cultural backgrounds of others

4) support the local and greater community of mankind

a. by participating in community service projects

b. by taking action for positive change in the school or local community

c. by developing awareness of the needs of a global society

5) respect the environment in which we all live

a. by maintaining a safe and clean school campus

b. by participating in various environmentally sound practices such as recycling

c. by participating in environmentally helpful service projects

Athletics

1) pursue victory with C.L.A.S.S.

a. C = Character

b. L = Leadership

c. A = Attitude

d. S = Scholarship

e. S = Service

- 2) work successfully for a greater purpose as a member of a OMI interscholastic or intramural sports team
 - a. by competing fairly with the highest standards
 - b. by striving to achieve your personal best
 - c. by setting individual and team fitness goals
 - d. by representing OMI in a positive fashion
 - e. by developing the characteristics of poise, confidence, initiative, self-control, loyalty, sacrifice, cooperation, and hard work

Overview: At OMI, all students are enrolled in core classes that are aligned with California standards. Content standards are used in all classes where California standards exist. Within this framework, teachers develop curriculum strategies and techniques to achieve expected school wide learning results. Teachers are dedicated to continually assessing the curriculum in relation to the standards. Department meetings are often used as a time to align the OMI curriculum ever more effectively with state standards to ensure that all standards are met in all subject areas. Textbooks, supplementary materials, and overall curriculum decisions are made with standards alignment as a top priority.

The high school courses offered at Oakland Military Institute meet the a-g requirements for the California University system. All students at OMI take these courses and if successful, are eligible for admissions into the UC system. The school goes beyond the a-g requirements by offering Peralta Community College courses and AP courses. In addition, all students are enrolled in a rigorous military science program, called Leaders of Character (LOC), in which they learn leadership and teamwork skills. The curriculum of the LOC course complements the overall academic program. Students learn more about organizing themselves, proper study techniques, effective note-taking, and much more. The LOC courses support academic achievement by also demanding that students read more and write more. Many of the standards of other disciplines are echoed and taught in the LOC courses. LOC classes in 11th and 12th grades are UC/CSU "g" elective courses.

The Senior Thesis Project is an independent, research-based project that each student completes as part of OMI's graduation requirements. The goal is to provide seniors with the challenge of a lengthy and long-term project that will build confidence for college work. Research, reading, and writing practice are all a part of this larger project. By working with a faculty advisor throughout the project, seniors are guided beyond the superficial and toward more important understanding.

Our core classes regularly assess progress toward the California State Content Standards with scheduled benchmark tests at least four times each year and using the CST blueprints as a guide for shaping curriculum. The math department administers weekly skills assessments and the English department does so monthly.

To improve achievement in Math and English/Language Arts, block schedules have been implemented at the middle school level, and many high school students have two periods of English each day. Teachers have expressed their general approval of the "block" math and English classes for middle school students. More effective use of time and more individualized instruction is possible.

We achieve our curricular goals through the use of direct instruction, complex instruction, project-based learning, hands-on learning activities, and a variety of inquiry and lab-based units. We have classroom routines or protocols for various methods of instruction and participation that help guide students' learning.

Additional academic support is available for students through the Academic Support Program after-school; before school and during lunch tutoring; Saturday School; via the Resource Specialist, and through individual assistance from teachers. The library is available to students at various times both on an assigned basis and a volunteer basis. A system of rules governing a student's participation in various extracurricular opportunities is based on academic achievement.

Teachers also make a very conscious effort to provide students with the contextual framework or relevance of

the curriculum. Additional activities such as field trips or guest lectures also connect the curriculum to the world at large.

A curriculum committee guides the on-going work of curriculum scope and sequence, cross-discipline coordination, and text book decisions.

All students have access to the entire academic program at OMI. Classes are academically heterogeneous and encourage success for each student. OMI is committed to the heterogeneous model both because of the research that clearly supports this approach but also because of the shared belief that students will rise to high expectations. All students must meet the same graduation requirements. The graduation requirements exceed those of the local district. Some students go beyond the stated graduation requirements in math, as well as other subjects. Many take higher level courses and additional language or science courses. All students must take the required military science classes. Some students do excel in particular subjects and choose to enroll in Advanced Placement courses.

Because OMI demands all students meet the same graduation requirements, students' "personal learning plans" vary little. Students are academically counseled by the Director of Instruction and the College Guidance Counselor each spring as they create their academic schedule for the next year. When students require special academic guidance and planning, the Director of Instruction, the academic support staff, individual teachers, and "round table" Cadet Success Team (CST) meetings with teachers provide specialized guidance and support for students. Frequently, teachers will craft individualized plans for students who are struggling with a particular course.

Students are made aware of OMI's graduation requirements and their relation to the admission standards of the California universities. In addition to a detailed college guidance handbook, a supportive academic counseling program exists to assist placing students in a post-secondary environment that meets their specific needs. PSAT and SAT prep classes are offered free of charge to all students. Individual students struggling with the CAHSEE or other graduation requirements are counseled and provided extra support and tutoring. Families of seniors are kept closely apprised of their children's progress toward graduation through special senior parents' meetings and one-to-one conversations.

OMI is committed to the successful graduation of each student. The academic support program, which is held after school daily, provides struggling students with direct support for any academic need. In addition, OMI provides students with the opportunity to meet graduation requirements through a summer school program.

A strong relationship between institutions of higher learning and our college guidance counselor is necessary to serve our student population. Consistent collaboration with colleges and universities is conducted year round to offer a variety of choices that properly align the student with his or her preference of study and career goal. Financial aid meetings and guidance are provided to students and their families. OMI is also a College Board testing site and hosts other students for these tests.

Perhaps the most important evidence of the school's commitment to each student graduating is the daily interaction between students and teachers. Teachers provide the time needed by some students to redo assignments, stay after school to finish tests, or work through additional assignments. Lunchtime homework help and other time normally considered "free" time for teachers is often very freely given to assist students with assignments. There is a dedication among all faculty to help students graduate successfully.

OMI is proud to be a part of the California Cadet Corps. The California Cadet Corps was founded on April 5, 1911 by Brigadier General Edwin Alexander Forbes. It is the oldest youth leadership development program of its kind in the United States. Currently, more than 60 schools across California and 6,000 cadets participate in this program, including the Oakland Military Institute College Preparatory Academy. OMI uses the California Cadet Corps curriculum and follows California Cadet Corps regulations. All cadets at OMI are cadets in the California Cadet Corps and participate in the training and activities the Corps sponsors, including a variety of outdoor education programs and training in such subjects as First Aid/CPR, map reading, drill and ceremonies, health and fitness education, character development, patriotic activities, and instruction that supports academic achievement. The California Cadet Corps headquarters conducts Annual General Inspections, and cadets are

required to participate actively in the inspection process. In addition, all cadets are encouraged to participate in cadet activities such as drill competitions, bivouacs (camping trips), leadership schools, and rifle matches. OMI has a proud tradition of excellence in California Cadet Corps competition as evidenced by the growing number of trophies, plaques, and awards in the school's main hallway trophy cases.

Middle School Coursework

OMI currently offers the following courses in the middle school:

- 6th grade English Language Arts
- 6th grade English Language Arts (Honors)
- 7th grade English Language Arts
- 7th Grade English Language Arts (Honors)
- 8th Grade English Language Arts
- 8th Grade English Language Arts (Honors)
- ESL A
- ESL B
- ESL C
- Common Core Math 1 (Foundations for Algebra 1)
- Common Core Math 2 (Foundations for Algebra 2)
- Common Core Math Honors
- Common Core Math 3
- Algebra 1 Honors
- Algebra 1
- Geometry Honors
- 6th Grade Science
- 6th Grade Science (Honors)
- 7th Grade Science
- 7th Grade Science (Honors)
- 8th Grade Science
- 8th Grade Science (Honors)
- 6th Grade Social Studies
- 6th Grade Social Studies (Honors)
- 7th Grade Social Studies
- 7th Grade Social Studies (Honors)
- 8th Grade Social Studies
- 8th Grade Social Studies (Honors)
- Leaders of Character 6
- Leaders of Character 7
- Leaders of Character 8
- PE 6
- PE 7
- PE 8
- Music
- Marching Band (Middle School)

High School Coursework

- ✓ UC a-g Compliance: The OMI core high school courses have been recognized as UC a-g compliant.
- ✓ Course Catalog: see appendix VI
- ✓ Senior Project: Each senior at OMI must prepare a year-long senior project for review by a panel of faculty toward the end of the school year. The following are the specific requirements of this project.
Goals: The OMI Senior Thesis Project demands that each OMI senior explore an academic topic of interest in more depth than might be possible in a traditional class setting. The project encourages practicing scholarship, problem solving, long-term planning, and inquiry. The project demands research, contemplation, and communication of the knowledge learned. Each student should strive to become an authority on his/her topic and clearly support a thesis statement for the topic.

Requirements: Each OMI senior will adhere to the Senior Thesis Project schedule. Each senior will be assigned an OMI faculty advisor for the Senior Thesis. Each OMI senior will investigate, research, and compile further knowledge on an approved topic of interest, support a thesis statement, and present the results of the project to his/her advisor. Each senior will receive quarterly and semester grades for the project. This grade will be a part of the student's overall GPA. *OMI Faculty Advisor:* Each senior will be assigned a faculty advisor. Each student must meet at regularly scheduled times with the advisor. If a student wishes to change advisors at any point throughout the year, he/she must submit a request in writing to the Director of Instruction explaining why a switch of advisors is justified. The OMI faculty advisor is responsible for helping the student formulate the project plan, advise and assist the student throughout the project process, oversee and grade the student's progress, and evaluate the final product of the project. The student may seek additional advice from other OMI faculty. *Topic Selection:* A student should select a topic of an academic nature that fits within the disciplines taught at OMI and will allow the student to demonstrate scholarly pursuit. Topics that do not fit within academic disciplines taught at OMI will be considered but not necessarily approved. The Director of Instruction and the student's advisor will approve each topic. *Final Communication of Knowledge Learned and Assessment:* The final product of the project is likely to be a thesis paper. However, other forms of communicating the knowledge that a student has learned may be approved by the advisor. Power Point presentations, oral interviews in front of a panel, or artwork could be approved and considered viable means of communicating the depth and value of the project.

Athletics and Physical Education

- ✓ League Membership: The OMI athletic program is guided by the athletic director and includes interscholastic teams, club sports, and intramural sports. OMI intramural sports pit company teams against each other in a wide variety of games that take place during regularly scheduled PE classes.

- ✓ The OMI interscholastic athletic program is a part of the local Bay Area Conference and play a full schedule of games against both public and private schools throughout the area. Current teams include swimming, track, baseball, softball, volleyball, soccer, and basketball. Middle school soccer, volleyball, flag football and basketball are also offered. OMI demands a higher eligibility standard than does the Bay Area Conference.. Interest in participation is, however, very good. These particular sport offerings may change throughout the future.

- ✓ Physical Education: Physical Education is a yearlong course of general physical education activities of team, lifetime, and individual sports such as tennis, flag football, archery, floor hockey, basketball, soccer, team handball, weight training, table tennis, aerobics, badminton, volleyball, softball, and track and field. Before each class, warm-ups specific to each sport are taught. Each student is evaluated on participation, attitude, and skill tests and/or written tests. Specific preparation for the Fitnessgram components of aerobic capacity, strength, endurance, and flexibility is provided and the Fitnessgram is administered. OMI cadets' performance on the Fitnessgram is significantly better than the state average.

Character Education/Leadership/Teamwork

- ✓ New Cadet Orientation:
The purpose of the new cadet orientation is to provide a means by which new students at OMI can better assimilate into the culture of the school. Through this orientation, new students develop pride in their school and in becoming a member of their designated military company.

During the summer before a new student matriculates at OMI, he/she must successfully complete the designated summer school/camp/training process. This process may be different for different age students. The summer experience prepares new students in military protocols, procedures, and may include academic preparation.

New students will be assigned to a designated military company. They are not considered full members of the company at that time. Instead, they must continue to learn about OMI and military traditions, procedures, and protocols. The student leaders and the TAC teams will teach these to them. During this time, they may be required to spend time after school (3:30 to 4:30) for practical application. The students will be asked to memorize information and recite what they have learned.

During these weeks of training, new students must demonstrate a willingness to "join" the company, cooperate with student leaders, and participate actively in company routines, sports, and ceremonies. Also during this time, these "pledge" cadets wear their summer camp uniforms.

Only after these "pledges" have successfully joined their company by passing the Cadet Test and Bear Boards are they considered full fledged members of their assigned company and authorized to wear the cadet uniforms.

All new students will be required to attend "Bear Boards." The Boards take place in front of the company student leaders and assigned TAC team members. Teachers are also invited to witness Boards. Each new student stands in front of his/her review board and completes a set of tasks as a means of proving to the student leaders that he/she is ready to assume the responsibility that comes with being a member of a military company. Each student will be notified within the first few weeks of school what tasks the Board will require of him or her. Tasks include as reciting the OMI Creed, names of student leaders, military protocols, names of administrators, and the like. They may be asked to demonstrate marching techniques and a proper salute.

In addition to the Bear Board, cadets will take the first California Cadet Corps rank promotion test from "candidate" to Cadet. Successful completion of this test is a requirement for acceptance into the company.

If a new student "passes" his/her Board, he/she will be officially inducted into the company and receive all the uniforms of an OMI cadet. If a new student does not pass the Board, he/she will be invited back to a future Board within a few weeks. Cadets who fail to pass their test and board within the first semester are subject to dismissal from OMI.

- ✓ **Battalion Organization:**
OMI has been assigned the designation as the 49th and 50th Battalions in the 17th Regiment of the California Cadet corps. We are part of the 4th Cadet Training Brigade, which consists of schools in the Sacramento and Bay areas. OMI's regiment is further subdivided into four cadet companies of approximately 175-180 cadets each and a music company. Companies are subdivided further into platoons corresponding to the class periods in which the cadets receive military science instruction. Each platoon is divided into squads and each of these levels of organization has corresponding cadet leadership positions with increasing responsibility and authority as cadets rise in rank.
- ✓ **Student Leadership Positions:** Cadets can garner a variety of leadership positions ranging from squad leader (responsible for a group of 5-8 other cadets) to platoon sergeant and platoon leader roles (responsible for approximately 20-25 other cadets) to company level leadership roles (responsible for 125-175 other cadets) to battalion and regimental leadership roles (responsible for the entire Corps of Cadets of 700-800 students).
- ✓ **Community Service:** Students participate in a variety of community service activities throughout their seven years at OMI. Such participation is recognized with military awards and decorations.

IEP Services

OMI is a member of the El Dorado County Charter SELPA. The current staff of the Special Education department at OMI consists of the following contracted OMI employee: a full time Special Education Director,

two full time Educational Specialists, two full time psychologists, two full time instructional assistants, and part time speech/language and DHH providers.

Library/After-School Academic Support

The Academic Support Program provides services to students in need of assistance in order to improve their academic performance. The program consists of After School Support classes, lunch time and after school access to the Library, individual tutoring, and study groups. The program helps to facilitate students in their acquisition of specific academic skill sets (reading, writing, math) that will enhance their overall learning experience in the classroom. In addition, the Library exists to give students a quiet atmosphere, conducive to doing research and/or general academic study. An Expanded Learning Program Coordinator, Program Assistant, and peer tutors are available to help guide each student's learning experience as needed. In addition, OMI has been the recipient of both ASES and 21st Century Community Learning Center grants to provide expanded learning services before school, after school, weekends, and during the summer.

The Library is open before school, during lunch and after school. The Library includes a computer lab and virtual learning center that are open to all students to do specific computer-based research and for students who need individual help with their homework/class work.

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 the first, second, and third quarters, a report card is given to parents in a student-led parent conference. At the end of the school year, report cards are mailed home. Parents are responsible to check the school calendar for progress report/report card issue dates and to ensure that the school registrar has up-to-date home address information. It is up to each family to ensure they have received all report cards and progress reports.

Cadets or parents who have a question regarding a grade first attempt to resolve the problem with the teacher concerned. The request for a grade review must be made in writing within one month of the grade being issued. If the dispute is not resolved, the teacher and/or cadet/parent may appeal to the Director of Instruction who will make the final decision.

Academic Progress Reporting

Report cards are issued 4 times a year, one at the end of each school quarter as designated on the school calendar. Student led parent conferences are held the first three academic quarters and report cards are given to parents at that time. Progress reports are issued 8 times a year, approximately every three weeks. All students are issued a progress report for each class that needs to be reviewed by the parent/guardian. The intention of progress reports is to ensure that all are aware of student progress. It is as important to know when a child is doing well, as well as it is to know where areas of improvement are needed. Progress reports are not mailed home.

Honor Roll

Cadets are named to the Honor Roll if they complete a quarter earning a TOTAL GPA as indicated below in their courses.

High Honors: GPA of 3.5 or better.
Honors: GPA of 3.0 or better.

Academic Probation

Full commitment to academics is mandatory. Students must try their best, pursue a standard of excellence, and ask for teacher help when needed. Any cadet who receives an "F" at any grading period is automatically placed on academic probation. Therefore, it is essential that parents remain active in their child's education, monitoring grades, speaking with teachers, and taking advantage of academic assistance.

Consequences of academic probation may include any of the following:

- Conference with the Director of Instruction as requested
- Required parent – teacher conferences
- Special mentoring
- After school or Saturday tutorial
- Ineligibility for participation in extra curricular activities, non-academic field trips and other activities determined by the Commandant.

Academic Support

A formal Academic Support class may be required as part of assignment to academic probation. Classes generally meet after school and attendance is mandatory. Parents and cadets receive written notification of assignment to Academic Support classes approximately one week after the end of each marking period. Cadets who fail to attend and take seriously Academic Support are subject to disciplinary action.

Daily/Weekly Progress Checks

Daily or weekly progress check forms are available at TAC Teams and the Main Office for cadets whose parents request such checks of attendance, academic progress, and behavior. Such checks can also be required by Cadet Success Teams, the Director of Instruction, the Commandant, or TAC Teams.

Director of Instruction Conferences

It is OMI's philosophy to provide open lines of communication between parents and the Director of Instruction. However, in an effort to accommodate the needs of the total school population, parents are asked to schedule appointments prior to coming in for a conference with the Director of Instruction. Every effort is made to schedule an appointment as quickly as possible. Parents are encouraged to first speak with a child's teacher before scheduling a conference with the Director of Instruction.

Homework

It is our belief that good study habits and consistent completion of homework are necessary for success in college. Absence from school does not excuse cadets from completing or turning in homework. 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 student learning. Cadets must complete homework assignments regularly and to the best of their ability. Homework effort and quality of homework are components of cadet grades in all academic courses. Cadets should expect to spend about 2 hours each night completing homework in the 6th through 8th grades and more time in the higher grades. Advanced Placement classes will require more homework than the typical class.

If absent, the cadet is responsible for arranging for homework assignments. Cadets are also encouraged to contact a classmate for appropriate assignments. In the event a cadet is suspended from school, the parent/guardian may request homework assignments through the school office and the school will make a reasonable attempt to provide those assignments to the parent.

Parent-Teacher Conferences

Teachers and TAC Teams will schedule parent-teacher conferences on an as-needed basis. Parents are also encouraged to schedule parent-teacher-student conferences whenever they wish to discuss academic concerns with a child's teachers. If conferences are desired, parents should call OMI and request that a teacher contact them. Teachers will strive to return all phone calls within 24 hours. Conferences may be scheduled ½ hour before school begins or after school ends.

Uniforms The OMI uniform standards are intended to further the mission of OMI, to minimize disruption and promote the health, safety and welfare of all students. Because OMI is a military academy and standards of personal appearance are integral to the successful operation of any military organization, a cadet's refusal to comply with established grooming and uniform regulations is regarded as an act of defiance. Therefore, all such acts of non-compliance are grounds for suspension and/or expulsion. OMI reserves the right to send home any cadet whose appearance, in the opinion of the school administration, constitutes a blatant disregard for the spirit and/or letter of these appearance/uniform standards. The administration is the final authority in determining whether a cadet's appearance warrants such consequences as being sent home to correct deficiencies, suspension, or expulsion. OMI expects cadets to wear the complete and proper uniform on their way to and from school each day. Cadets are held accountable for their appearance and conduct both on and off campus when in uniform. OMI cadets represent themselves and the Academy at all times and are expected to do so with pride and integrity.

Grades 6-8: Promotion to the Next Grade Level

OMI is a college preparatory school 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. Students earn 5 credits for each semester class passed. Students do not receive credit if they receive an "F" in a course. Cadets who receive a semester grade of "F" in more than one course are subject to retention in their current grade.

Grades 9-12: Credits Toward High School Graduation

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

<u>Required Subjects</u>	<u>Credits Semesters</u>	
<i>English</i> (10 ea in Grs 9-12)	40	8 sem.
<i>Math</i> (2 semesters per subject, Including Alg I, Alg II & Geom)	30	6 sem.
<i>Science</i> (Including Physical Sci., Life Sci. + 1 other)	30	6 sem.
<i>World History</i>	10	2 sem.
<i>US History</i>	10	2 sem.
<i>Government/ Economics</i>	10	2 sem.
<i>Foreign Language</i>	20	4 sem.
<i>Visual/ Performing Arts</i>	10	2 sem.
<i>English Electives</i> (ESL, Language Arts or Honors)	20	4 sem.
<i>Electives</i> (i.e.: ESL, Language Arts, Honors Eng., Art, Music)	40	8 sem.
<i>Ldrs of Character / PE</i>	40	8 sem.

TOTAL **260 minimum**

Note: To have 10th grade standing, cadets must have completed 60 credits prior to enrollment for their 10th grade year. To have 11th grade standing, cadets must have completed 130 credits prior to enrollment for their 11th grade year. To have 12th grade standing, cadets must have completed 190 credits prior to enrollment for their 12th grade year.

Information to Parents

OMI provides annual notification to parents through its Handbook as to the transferability of courses to other public high schools and whether each individual course offered by OMI meets college entrance requirements.

Special Senior Electives

Some seniors take a full load of academic classes, but other seniors may have one period during the school day with no required academic class. Those seniors are allowed to choose from a small selection of elective courses, including service as an Administrative, Office or Teacher Assistant, or Yearbook Staff.

Participation in High School Graduation

In order to graduate, participate in graduation ceremonies, and receive a diploma, students must complete all graduation requirements. In addition, students must also pass the California High School Exit Exam (CAHSEE), successfully complete a senior thesis project, and adhere to all citizenship standards.

California Scholarship Federation (C.S.F.) and California Junior Scholarship Federation (C.J.S.F.):

OMI has chapters of both the California Scholarship Federation for high school students and the California Junior Scholarship Federation for middle school students. Founded in 1921 to honor students especially outstanding in academic achievement in California's secondary schools, the Federation sets high qualifications for membership during the first three weeks of each semester. Eligibility is determined by the following criteria:

- A = 3 points
- B = 1 point.
- C grades or below are not counted

Subjects are divided into three lists:

- List 1 includes all subjects that meet a-g requirements for admission to University of California and CSU System.
- List 2 includes all other subjects which consistently require homework. At OMI, List 2 includes the LOC course.
- List 3 includes all other subjects, except Physical Education and Teacher's Aide.

Additional CSF/CJSF Policies:

- A student must earn 10 points. Seven of the 10 points must be earned in classes on Lists 1 and 2; two classes must be from List 1.
- Only five courses will be counted.
- A grade of "D" or "F" in any course disqualifies a student.

Honor membership in C.J.S.F. is earned through qualifying for membership three semesters or more during the 7th and 8th grade years and at least once during the 8th grade year. Honor members are eligible to apply for special C.J.S.F. scholarships and awards. A cadet who has been a C.J.S.F. member for six semesters earns a special 100% certificate and special notation on the permanent academic transcript.

Life membership in C.S.F. is earned through qualifying for membership four semesters or more during the sophomore and junior years and at least once during senior year. Life members are eligible to apply for special

C.S.F. scholarships to many colleges in and out of California. A cadet who has been a C.S.F. member for six semesters earns a special 100% certificate and special notation on the permanent academic transcript.

National Honor Society (N.H.S.)

The National Honor Society is a national organization that recognizes outstanding academic achievement, personal character, and service to others. Students in grades 10-12 who meet the GPA requirements are invited to apply for membership. A faculty committee makes the final selection based on the published guidelines set by the national organization. Students who fail to maintain an exemplary disciplinary record may be removed from NHS, using the guidelines and procedures set by the national organization and Oakland Military Institute.

National Spanish Honor Society

OMI also has a chapter of the National Spanish Honor Society called "El Mundo Hispano." Membership in the Society is open to cadets enrolled in Spanish 3 or above with grades of B or better in all previous and current semesters of Spanish. The Society performs service to the school and participates in the National Spanish Examination which qualifies cadets for college scholarships based on their performance.

Honor Organization

The highest honor given to a company, the Honor Organization Award is given during the last week of school to that company which has achieved the highest total of points during the school year. Companies receive 100 points for each streamer they earn during the year with the exception of the STAR Test Streamer (worth either 1000 or 300 points).

Streamers are awarded weekly, monthly, and quarterly so as many as 35,000 points can be earned by companies during the year. The award includes a standing trophy and the right for each cadet in the company to wear the honor unit ribbon on the dress uniform for the duration of his/her enrollment at OMI. An appropriate bronze numeral attachment shall be awarded for subsequent awards. Points are posted by the Battalion Command Sergeant Major on an Honor Unit Bulletin board located inside the main wing of the school building. In addition, companies can award a platoon honor streamer to recognize significant achievement by a platoon.

PHILOSOPHY OF THE CITIZENSHIP PROGRAM

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

- **Character** can be complex to define, but for our purposes, character is HOW cadets live out their core values. How cadets treat themselves and others and live in the ever-changing and very demanding adult world.
- **Competence** is the ability to do your job well. While in school, a cadet's primary job is to do well in classes, but another important job is to do well in assigned leadership roles as cadet squad leaders, platoon-level leaders, company-level leaders, or battalion-level leaders.
- **Presence** is the way an individual looks, acts, dresses, walks, and talks. Leaders of presence are immediately recognized as people others want to follow for all of the right reasons.

All of these three leadership characteristics embody our definition of a cadet with good citizenship.

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

It is critical that cadets develop skills of self-discipline so that upon graduation from OMI, the character traits they have been taught at OMI can become lived reality in the adult world.

In human psychology, the theory of Behaviorism is present when a system of rewards and punishments is meted out to learners. The theories of Cognitive Psychology say that learners learn best by observing positive modeling by peers and caring adults. The theory of Socio-cultural development says that learning is best accomplished by humans having meaningful interaction with peers and more knowledgeable adults who can shape a less-experienced learner's behavior by both modeling and counseling. The OMI Citizenship Program takes each of these theories and integrates them into a unified effort with four goals:

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

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

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

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

THE MERIT AND DEMERIT SYSTEM

Cadets are at a critical developmental stage in which they require encouragement, support, motivation, nurturing, inspiration, and occasional behavior modification. Merits are reward points that acknowledge effort, enthusiasm, hard work, and contribution to the school community. Conversely, demerits are negative consequence points that are assigned to cadets for inappropriate behavior and poor choices.

Merits

Merit points are awarded when cadets make positive choices and help further the mission and goals of the Academy. Merit points are not necessarily awarded for every good deed a cadet does. Merits should not necessarily be awarded because a cadet says to an adult, "May I do something for you for merit points?" Instead, when an adult observes a cadet doing something positive and would like to recognize that behavior, the adult may choose to award merit points. Only adult staff members of the Academy may award merit points. **Both halves of the merit form must be turned into the Grizzly Exchange within one week of issue for processing.** Merit points are awarded using the following guidelines. Note in brackets after each category the adult(s) who is/are authorized to award merit points for that category.

Earning Merit Points

- One merit point may be awarded for each 15 minutes of service to the school OUTSIDE of class time (or major fraction thereof). [Any adult staff member may award.]
- One merit point (per cadet per day) may be awarded by classroom teachers for notable achievements in classroom work, such as perfect or high scores on assignments, insightful comments or questions in class discussions, obvious diligence in completing assignments or complying with classroom expectations, or for exceptional work on a class activity or assignment. [Any classroom teacher or instructional aide]
- One merit point may be awarded for participating in school spirit activities such as attending an OMI interscholastic athletic event to cheer on school-mates. [Athletic Director or his designee]
- One merit point may be awarded each time a cadet gets the Parent Bulletin entry signed in the planner. [TAC Teams will check this approximately once per quarter.]
- One merit point may be awarded for cadets who return requested documents or forms requiring parent signatures to the school office, counseling office, Director of Instruction, Superintendent's Office, or Commandant's Office within 24 hours of the form/document being given to the cadet. [Adult requesting the document/form]
- One merit point may be awarded each time a cadet participates in any club meeting. [Club moderator]
- One merit point may be awarded to a cadet who, AT BREAK TIME, successfully uses that day's Word of the Day in a complete, proper sentence demonstrating its meaning. [Administrators]
- One merit point may be awarded each time a cadet participates in Cadet Student Council (ASB) activities. [ASB Advisor]
- One merit point may be awarded for each one dollar's worth of fund-raising profit a cadet contributes to ASB fund-raising activities. [ASB Advisors].
- One merit point may be awarded for each canned food or toiletry item brought during a community service drive. One merit point per dollar's worth of toys may be awarded for each toy brought during the Christmas Toy Drive. [TAC Team]
- Five merit points may be awarded to cadets who exhibit exceptionally courteous behavior with OMI campus guests [School Administrators]
- Ten merits may be awarded to each cadet on their birthday when they are present at morning formation. [SGM]
- Up to 25 merit points may be awarded each time a cadets' parent/guardian participates in an OMI parent meeting, parent education program, or similar event. [Superintendent or designee]
- 25 merit points may be awarded by a teacher when a student scores in bands 3 or 4 on a standardized benchmark exam. [Teacher]
- Fifty merits points may be awarded each athletic season to cadets who complete an entire season as a member of an interscholastic sports team. [Athletic Director]
- Up to fifty merit points may be awarded per semester for cadets who act as Peer Mentors or Counselors [Peer Mentor Sponsor]
- Up to fifty merit points may be awarded per semester for cadets who act as Admissions Ambassadors [Admissions Director]
- Up to twenty-five merit points may be awarded at the end of each month (September through May) for exceptional performance in a cadet leadership role (squad leader, platoon, company, or battalion level leader or staff member). [TAC Officers/NCOs]
- Up to one hundred merit points may be awarded each academic quarter to any cadet based upon the GPA for that quarter/semester, provided the cadet does not have any failing grade(s) during that quarter according to the following:
 - 2.0-2.5 GPA = 10 merits
 - 2.51-2.99 = 20 merits
 - 3.0-3.49 = 30 merits

- 3.50-3.99 = 50 merits
- 4.00 or higher = 100 merits

[Director of Instruction]

- 100 merits may be awarded for each OMI STAR Test on which the cadet earns a score of PROFICIENT or higher.
- 100 merits may be awarded for each OMI STAR Test on which the cadet went up a proficiency level (only on Math or English).
- 100 merits may be awarded to Cadets of the Month (cadets may only be Cadets of the month once per year) (Commandant)

School administrators may award merit points for activities not explicitly listed in the foregoing section. **If any staff member wishes to award in excess of five merits for a single cadet on a single occasion, they must have prior approval from an administrator.**

Use of Merits

Cadets may use merit points to make purchases at the Grizzly Exchange (Student Store) and/or to purchase admission to special “merit trips” scheduled throughout the school year. In these circumstances, the corresponding number of merits is also “erased” from the cadet’s total merit points.

NOTE POLICY CHANGE: Merits may not be used to replace required detention time.

Merits are NOT transferable to other cadets, nor are they transferable to subsequent school years. A merit tracking sheet is provided at the end of Chapter 4 of the planner to aid students in tracking merit balances.

Demerits

Demerits may only be assigned by adult staff members of the school. Demerits are earned when cadets make poor choices while on school grounds, going to or from school, or during a school sponsored activity, or while going to or from, a school-sponsored activity.

Demerits of one point are reconciled “on the spot”:

These demerits are not written in a student’s permanent discipline record, nor do students receive traditional pink demerit slips. Instead, the cadet must choose exactly ONE of the following five consequences after discussion and counseling by the assigning adult. The adult has the discretion to eliminate one or more of the options if those options have proven ineffective in previous offenses with that cadet:

- 10 push ups
- 20 four-count jumping jacks
- A 75-100 word one paragraph reflection on the infraction and the plan to avoid such infractions in the future
- A 15 minute detention arranged at a time convenient to the teacher that does not conflict with other cadet duties
- Classroom or campus clean up for 15 minutes

Demerits of two or more points:

These demerits remain on that cadet’s citizenship record for the year and are considered in determining whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to dismissal. Any violation deemed serious enough to earn 10 demerits may lead to an immediate recommendation for suspension or expulsion.

The cadet’s total number of permanent demerits earned in that school year is the determining factor in whether a cadet is considered for placement on disciplinary probation, strict disciplinary probation, or is subject to dismissal.

Demerits must be turned into the demerit collection box within one school day of being issued for processing. A cadet will be informed when he/she is being given a 2-10 point demerit, for what reason, and the cadet will have the opportunity to tell the staff member his/her version of events prior to the issuance of the demerit. Staff members must give the cadet their portion of the demerit immediately upon the infraction, but in no case shall this occur more than one school day after the infraction.

Cadets being assigned 2, 3, or 4 point demerits for serious uniform infractions will not necessarily be issued a pink demerit half; however, the adult issuing that demerit will make every effort to make a notation in the cadet's planner.

When a staff member assigns a demerit of two or more points, that staff member will make every effort to record that demerit in the student's planner so that parents can be aware of the infraction. If a staff member is not able to record the infraction in the planner, that staff member will make an attempt to contact the parent to notify them by telephone or email.

If a student refuses to comply with an adult's directive to correct a one point "on the spot" demerit, the student will be issued a 2 point demerit (code #24) for insubordination. Depending on a cadet's demeanor, the issuing adult may also elect to issue a 3 or 4 point demerit (code #25 or #26).

Demerit Printouts – At each progress report and quarter/semester report card on the dates noted in the school calendar, cadets receive a printout of their accumulated demerits. It is the responsibility of cadets to take this printout home and the responsibility of parents to ask cadets for the printout on the days indicated in the school calendar and/or Parent Bulletin.

In addition, each Monday that school is in session, students will have their total number of permanent demerits recorded in their planner on the page where parents sign to indicate they have received the weekly parent bulletin. It is the responsibility of parents to ask their cadets for the planner each Monday so parents can see the total number of permanent demerits their child has accumulated.

Demerit Appeals – If a cadet believes s/he was given a demerit unjustly or in error, s/he must complete a Demerit Appeal Form in its entirety and turn it in to the Dean of Students' mailbox by the end of the school day (generally Wednesday) that those demerits that appear on the detention list. No late appeals will be accepted. The Demerit Appeal Form requires cadets to state the reason(s) they believe the demerit should be removed and have the adult who issued the demerit certify that the cadet has discussed the demerit with the adult who initially issued the demerit. Copies of Demerit Appeal Forms are maintained in each LOC classroom. The Demerit Appeal Form will be reviewed by the Dean of Students, who may meet with or gather more information from the cadet and the adult who issued the demerit, and the decision of the Dean regarding the appeal will be communicated on the posted detention list. The TAC Team will receive and file the completed Demerit Appeal Form in the cadet's company citizenship file. See the Appendix for a copy of this form

List of Demerits and Demerit Codes
(Demerit Codes are numbered from 1 to 100)

Minor Infractions – One (1) point demerits

1. failure to return a requested document by the deadline, including absence excuse from parent
2. tardy to class or formation (A cadet is tardy to class if they are not standing in their assigned place in line ready to enter the classroom by the ringing of the first tone of the tardy bell. A cadet is tardy to formation if they are not standing in their assigned place in formation by the ringing of the first tone of the tardy bell)
3. talking in class or formation without permission

4. minor uniform/appearance violations or violation of relaxed dress policies (cadets may lose relaxed dress privileges for the remainder of the school year at the discretion of the Dean of Students)
5. general class misconduct (receiving 3 or more warnings in middle school classrooms)
6. littering or leaving an eating area in disorder
7. sleeping in class
8. failure to follow directions or arguing disrespectfully with an adult
9. lack of preparation for class (materials, missing homework, etc)
10. out of class w/o a completely filled out hall pass
11. textbook not covered
12. chewing gum at any time on campus or at a school event (this includes chewing objects, or giving the appearance of chewing gum or other objects)
13. eating food/candy in formation or a school building without permission
14. abandonment of property OR failure to check company message bulletin board
15. spitting (in a place other than a garbage can)
16. inattention in class
17. failure to show military courtesy
18. minor violation of rules/policies in the Cadet/Parent handbook
19. possession and/or use of a cell phone, or other electronic device outside of authorized use, including headphones (the device is subject to confiscation and will be returned only to a parent/guardian)
20. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

Moderately Serious Offenses – Two (2), Three (3) or Four (4) point demerits, at the discretion of the Dean of Students

21. inappropriate language or obscene gestures – 2 pts (Note for demerit codes 21-26: offensive language includes such as calling someone “gay” or “retarded” or racist comments)
22. inappropriate language or obscene gestures – 3 pts
23. inappropriate language or obscene gestures – 4 pts
24. insubordination or disrespect toward others, including written, physical, verbal, or electronic (this includes not following directions a second time for the same offense, such as chewing gum in the same teacher’s class after a previous warning) – 2 pts
25. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 3 pts
26. insubordination or disrespect toward others, including written, physical, verbal, or electronic – 4 pts
27. not having school planner – 2 pts
28. withholding the truth – 3 pts
29. withholding the truth – 4 pts
30. neglect of duty –2 pts (to include failure to attend an after school interscholastic team practice without prior communication with the coach)
31. neglect of duty – 3 pts
32. selling items for personal profit on campus without permission – 4 pts
33. copying another person’s homework or in-class assignment other than a quiz or test – 2 pts
34. copying another person’s homework or in-class assignment other than a quiz or test – 3 pts
35. copying another person’s homework or in-class assignment other than a quiz or test – 4 pts

36. improper care of school property – 2 pts
37. improper care of school property – 3 pts
38. improper care of school property – 4 pts
39. out of bounds, including exiting and entering through an unauthorized door or gate – 2 pts
40. disrespect to a guest teacher – 4 pts
41. failure to attend academic support or detention – 4 pts
42. extreme uniform violation (including defacing any OMI headgear) – 2 pts
43. extreme uniform violation – 3 pts
44. extreme uniform violation, including improper wear of uniform off campus – 4 pts
45. horseplay, including not keeping hands to oneself – 2 pts
46. horseplay, including not keeping hands to oneself – 3 pts
47. horseplay, including not keeping hands to oneself – 4 pts
48. public displays of affection – 2 pts
49. public displays of affection – 3 pts
50. public displays of affection – 4 pts
51. failure/refusal to render appropriate honors to the nation – 2 pts
52. failure/refusal to render appropriate honors to the nation – 3 pts
53. failure/refusal to render appropriate honors to the nation – 4 pts
54. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 2 pts
55. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 3 pts
56. inappropriate conduct during formations, ceremonies, assemblies, or Pass in Reviews – 4 pts
57. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above or for the second offense of a documented one point demerit (other demerit of 2 pts)
58. third offense of a documented one point demerit or other demerit of 3 pts
59. fourth offense of a documented one point demerit or other demerit of 4 pts

SERIOUS OFFENSES – Five (5) point demerits

Most of these could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

60. lying
61. cheating on quizzes or tests
62. plagiarism
63. significant classroom disruption after repeated warnings or significant disruption at an off-campus school activity
64. willful disobedience or defiance
65. ditching – not being in assigned classroom but being somewhere else on campus without permission
66. violation of the Computer Network Use Agreement or recording activities on campus without administrative approval
67. minor physical altercation and/or minor act of aggression, including “flipping” of backpacks
68. forgery (first offense)
69. disobedience during a fire drill or other emergency drill
70. gambling
71. possession of permanent marker/spray paint
72. play fighting, including water fights and food fights
73. cheering on a fight
74. being a witness to an act of bullying, harassment, or other serious misconduct and not reporting it to an adult
75. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

VERY SERIOUS OFFENSES – Ten (10) point demerits

Any of these could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

76. theft, robbery, or extortion or possession of stolen articles (or attempted theft or robbery) including possession of a garrison or flex-fit cap with a name lined out or using another person’s identification card to purchase items from Café OMI.
77. destruction of school or private property, graffiti/tagging
78. truancy – off campus without permission
79. fighting or major physical altercation
80. forgery (second and subsequent offenses)
81. tampering with the school’s attendance/grading system or merit/demerit system
82. possession, selling, or otherwise providing any weapon or imitation weapon including laser pens
83. unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled or illegal substances, including prescribed medication

84. delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled or illegal substances but were not such items
85. unlawfully possessing, offering, arranging for, or negotiating to sell any drug items or paraphernalia such as pipes, cigars, bongs, or any item with drug innuendo (e.g. lighter or phone with marijuana leaf)
86. possessing, providing, or using tobacco or any item containing tobacco or nicotine products
87. arson or possession of an incendiary device, including matches or a lighter
88. obscenity, including possession or viewing of pornography, vulgar language, racial slurs, behaviors, or gestures, including by electronic means
89. extreme disruption or defiance (includes recording of inappropriate campus activities for the purpose of posting to the internet)
90. sexual harassment, harassment or hazing, including by electronic means
91. hate crimes
92. assault/battery
93. gang activity
94. fraternization (inappropriate relationship between an upper class cadet and a lower class cadet)
95. cheating on semester exam or exam of similar importance
96. false fire alarm or tampering with school safety/security system, including fire extinguishers
97. destruction of, tampering with, or stealing a teacher's grade book or a teacher's personal property
98. bullying, threats, or intimidation of others, including doing so by electronic means
99. making terrorist threats against school officials or property or both
100. this list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

DETENTION

Cadets earn 15 minutes of detention for each demerit. Detentions are held on select Saturdays from 0730-1530 as noted in the school calendar. When practical, parents and cadets may receive a Detention Notice in the form of a special "DETENTION ASSIGNED" STAMP in the cadet's planner not later than Thursday before the assigned detention. Detention lists will be posted on company bulletin boards by the Wednesday prior to scheduled Saturday detention sessions. Posted lists contain student ID numbers but not student names. Students are expected to know their student number so they can properly identify whether they have earned detention. Cadets must check these lists sometime during the day Wednesday.

Two through ten point demerits require detention but those demerits remain on a cadet's cumulative demerit total. NOTE POLICY CHANGE: Merits may not be used to replace required detention time.

Failure to attend an assigned detention results in an immediate preliminary discipline board hearing.

Cadets tardy to detention receive no credit for the time they are late. Cadets more than 30 minutes late to detention will not be admitted to the detention session and will automatically be referred to a preliminary discipline board hearing.

Beginning with the 2013-2014 school year, there are no longer any weekly detention sessions.

Generally, detention consists of cadets being required to sit in silence for the duration of the detention period. No talking, sleeping, eating, or drinking is allowed. As appropriate, cadets will receive individual or small group counseling about better conduct choices. Cadets are expected to bring a silent reading book for detention. Failure to follow directions during detention results in detention time being negated.

All cadets must wear their correct/complete PT uniform to detention. Failure to do so results in additional demerits or denial of admission to the detention session.

NOTE REGARDING ACCUMULATION OF DEMERITS

It should be noted that sometimes a cadet accumulates permanent demerits so quickly that the following interventions cannot be implemented in a timely manner. OMI will make every effort to comply with the provisions of the aforementioned interventions, but ultimately, parents are responsible for monitoring their child's demerit total by reviewing the weekly planner notations and/or contacting the TAC Team and/or reviewing citizenship records on the school's web-based student information service.

CADETS WHO ENTER OMI AT TIMES OTHER THAN THE FIRST DAY OF SCHOOL

The Dean may determine that a cadet who enrolls in OMI at a time other than the beginning of the academic year is subject to dismissal at a point proportional to their date of enrollment. In other words, if a cadet enrolls at the end of the first semester, the cadet would be subject to dismissal at 20 demerits. Generally, OMI does not accept cadets after the start of the academic year; however, should such an enrollment occur, the cadet and parent will be notified in writing of the proportional number of allowable demerits at the time of enrollment.

ACTIONS LEADING TO DISCIPLINARY PROBATION

(10 DEMERIT LEVEL)

When a cadet accumulates 10 permanent demerit points in an academic year, the school will mail a letter to the address on file detailing the 10 permanent demerits. Parents will be encouraged to contact the TAC team to schedule a meeting with the cadet, the parent, and TAC team to help the cadet improve his/her conduct. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received. If a cadet accumulates 10 permanent demerits in the first quarter of the school year, that cadet may be subject to a preliminary discipline board hearing.

A written record of the "intervention" for 10 point demerit accumulation shall be recorded in the cadet's Student Information System file.

(20 DEMERIT LEVEL)

When a cadet accumulates 20 permanent demerit points in an academic year, the cadet and parent will meet with a Cadet Success Team. This team will provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences. A copy of the written Disciplinary Probation plan will also be signed by the parent and student. When a cadet accumulates 20 or more permanent demerits in the first semester, s/he may be subject to a preliminary discipline board hearing.

Consequences from which the Cadet Success Team will select for disciplinary probation and strict disciplinary probation include, but are not limited to the requirement that cadets

1. complete school service or additional duties (café OMI duty, flag details, campus clean up, etc) (such service does not qualify for awards or decorations.)
2. be restricted from participating in extra-curricular activities or trips. If a cadet has already paid for such activities, refunds will only be granted at the discretion of the Superintendent. Such payments are also not transferable to another cadet.
3. be restricted from participation in CAB activities, including dances.
4. be restricted by coaches or sponsors from trying out for interscholastic sports teams, drama productions, or other activities in which s/he represents the school.
5. have a daily and/or weekly progress check form.
6. attend a weekly counseling session with a member of the TAC team.
7. participate in peer mentoring/counseling sessions as directed.
8. be demoted in rank
9. be removed from leadership positions they currently hold.
10. complete an anger management, conflict mediation, drug or alcohol intervention or similar program

Such probationary terms may be enacted for a period ranging from one quarter to the remainder of the school year. A written record of the "intervention" for 20 point demerit accumulation and assignment to Disciplinary Probation shall be recorded in the cadet's Student Information System file.

After the probationary period is completed, a cadet regains the privileges lost but is subject to Strict Disciplinary Probation if s/he accumulates additional demerits.

APPROACHING STRICT DISCIPLINARY PROBATION

(25 DEMERIT LEVEL)

When a cadet accumulates 25 or more permanent demerit points in an academic year, the school will mail a letter to the address on file detailing the 25 permanent demerits. Parents will be encouraged to contact the school to schedule a meeting with the cadet, the parent, and TAC team to help the cadet improve his/her conduct. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received. A written record of the "intervention" for 25 point demerit accumulation shall be recorded in the cadet's Student Information System file.

STRICT DISCIPLINARY PROBATION

(30 DEMERIT LEVEL)

When a cadet accumulates 30 demerit points in an academic year, the cadet and his/her parent will appear before the Commandant or his designee who will review the 30 permanent demerits, provide advice and counsel, create a written action plan for the cadet to avoid future demerits, and select from a list of strict disciplinary probation consequences. A copy of a written Strict Disciplinary Probation plan will also signed by the parent and cadet. Consequences from which the Commandant will select include those noted above. Note that cadets who reach 30 demerits prior to the start of the third quarter are subject to a preliminary discipline board hearing. A written record of the "intervention" for 30 point demerit accumulation and assignment to Strict Disciplinary Probation shall be recorded in the cadet's Student Information System file.

PRELIMINARY DISCIPLINE BOARD

(35 DEMERIT LEVEL)

A cadet who accumulates 35 or more demerits in a school year will have a preliminary discipline board hearing to explain the implications of reaching 40 demerits. The hearing will be conducted by the Commandant or Dean of Students and will include the cadet's TAC Team and/or one or more certificated staff members. Cadet non-commissioned officers and cadet commissioned officers are subject to demotion and/or removal from leadership positions if they accumulate more than 35 demerits. A written record of the "intervention" for 35 point demerit accumulation and Preliminary Discipline Board Hearing shall be recorded in the cadet's Student Information System file. NOTE: During all disciplinary proceedings the cadet will have the opportunity to respond to demerits received.

DISMISSAL AND THE DISCIPLINE BOARD

(40+ DEMERIT LEVEL)

A cadet who accumulates 40 or more demerits in a school year is subject to immediate recommendation for dismissal. In such cases, a Discipline Board Hearing will be held at which no less than 3 certificated members of the OMI staff shall consider whether to recommend expulsion or, whether an alternative to an expulsion is appropriate. The Discipline Board can recommend continued enrollment at OMI with special provisions such as an extension of Strict Disciplinary Probation, an allowance for a cadet to finish a grading period prior to dismissal, loss of special activities such as prom, 8th grade graduation ceremony, etc., and/or an allowance for additional demerits prior to another Discipline Board hearing. The Discipline Board may also require a cadet to complete school service to receive decrements of demerits or may require attendance at specified workshops or counseling sessions. Cadets who entered OMI at a time other than the start of the academic year may be subject to a Discipline Board hearing at less than 40 demerits as determined upon initial enrollment.

The members of the Discipline Board may considers alternatives to suspension or expulsion, including behavior contracts, Summer Camp, Saturday School, on-campus suspension, campus clean up duties, and/or community service.

Special Considerations for Seniors: In the case of seniors, the Discipline Board is required to seriously consider alternatives to expulsion. Such alternatives can include revocation of senior privileges such as first in the lunch line, etc. It can also include loss of participation in special events such as senior swim night, prom, grad night, and the senior reception and graduation ceremonies.

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. Our school strives to become a 21st century model of best practices for enhancing student achievement.

OMI strives 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 to access 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 on-line courses and resources are also used.

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 to make important connections with/contribution to the larger community. By participating in these activities, students are expanding their personal growth through making important connections with others and contributing to the larger community. The development and exploration of a variety of extra-curricular interests serves to cultivate the students' life long learning skills such as citizenship, cooperation and conflict resolution. OMI offers a range of clubs, evening social events, interscholastic sports, and intramural sports, supervised by teachers and parent volunteers. Driven by student interest, these activities may change from year to year. OMI is proud that a school the size of OMI can provide a very appropriate range of Extra and Co-Curricular activities.

Instructional Methods – How Learning Best Occurs

OMI works in a culture of data-driven assessments and OMI's instructional methods include a variety of approaches that are research based and consistent with the core values of OMI. Teachers use a variety of instructional methods to most effectively assist students at all levels in mastering the curriculum. These include teacher lecture, cooperative learning, role play, integration of the arts, hands-on activities and science labs, board work in math classrooms, writing across the curriculum, oral speaking opportunities, individual instruction, informal assessments, graphic organizers, summarizing and note taking, to name just a few. There is an increased use of such methods as problem-based learning (placing students in the active role of solving problems), multiple entry points (proposing student exploration of a topic through a number of avenues such as narration, foundational and experimental), compacting (doing pre-assessments and students who know the material are able to move on), and complex instruction (using challenging materials, open ended tasks and small instructional groups.) Teachers' instruction is also supported by an electronic assessment resource system (Online Assessment Reporting System – OARS) that provides teachers with current and specific information about student achievement for individual students as well as for groups of students. Quality instructional methods such as these have the proven ability to be effective with a wide range of students, including those who are currently performing below grade level, are English language learners or are students with special needs.

Instruction strives to be both engaging and multi-faceted. Increasingly, instructional methods are determined by the data driven needs of individual students. This is important for all students but is especially important for English Learners ("EL") and special needs students. Teachers use a range of instructional methods to differentiate instruction.

Teachers supplement classroom study with field trips, web-based topical seminars and independent study options. A wide range of after-school clubs and intramural sports, supervised by teachers and parent volunteers, also provide enriching educational, recreational and social opportunities for students.

Consistent with the intent of Congress in adopting the IDEIA, special needs students are mainstreamed to the extent possible (Free Appropriate Public Education (FAPE)), under the oversight of the Special Education staff and consistent with the IEP developed for each student. Resource specialist(s) or other special education staff/therapists work directly with these students. Teachers and team members meet with parents and the Special Education Director to develop annual IEP or 504 goals. The research base for OMI's teaching and learning can be traced to the following resources:

How People Learn: Brain, Mind, Experience, and School Committee on Developments in the Science of Learning Edited by John D. Bransford, Ann L. Brown, and Rodney R. Cocking, with additional material from the Committee on Learning Research and Educational Practice Editors: M. Suzanne Donovan, John D. Bransford, and James W. Pellegrino Commission on Behavioral and Social Sciences and Education and the National Research Council, Washington, DC: National Academy Press, 2000

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement
Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock

Handbook of Research on Multicultural Education
James Banks and Cherry A. McGee Banks, editors

Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society
James A. Banks, Peter Cookson, Geneva Gay, Willis D. Hawley, Jacqueline Jordan Irvine, Sonia Nieto, Janet Schofield, and Walter Stephan.

Teaching to Change the World
Jeannie Oakes and Martin Lipton

So Each May Learn: Integrating Learning Styles and Multiple Intelligences
Harvey F. Silver, Richard W. Strong, and Matthew J. Perini

Quantum Teaching: Orchestrating Student Success
Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie

The Learner's Way: Brain Based Learning in Action
Anne D. Forester and Margaret Reinhard

Qualities of Effective Teachers James H. Stronge

What Works In the Classroom
by Robert J. Marzano, Barbara B. Gaddy, and Ceri Dean, 2000. A summary of the long-awaited report on effective practices linked to academic achievement from Mid-continent Research for Education and Learning (McREL).

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 also believes service-learning helps students to master important curriculum content by supporting their making meaningful connections between what they are studying and its many applications. Finally, OMI believes service-learning also helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic action.

Counseling – Academic and College

OMI is a college preparatory school. The expectation is that virtually all students will be seeking an academic education consistent with the desire to attend college. Based on the data from OMI's first two graduating classes, a very high percentage of graduates attend college, with the largest percentage of these attending four year public and private universities, including the most selective 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 appropriate high school setting, and a 7 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 is additionally important to better serve EL and students with disabilities
- Appropriate course selection (9-12) based on student interest, a-g readiness, and assessment data.
- Support faculty with expert knowledge regarding college readiness, a-g, SAT and SAT II
- College admissions test preparation & registration
- Guidance through the college admissions process
- Financial aid information & 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 & financial aid professionals
- The Counselor ensures all students take the PSAT in 11th grade, building readiness for the SAT.
- Counselors monitor and support students in the CAHSEE process, including providing access to tutoring and supplemental instruction

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 the productive, well-adjusted adults of tomorrow.

At Risk Students/Students who are Academically Low Achieving

At OMI all students access the core curriculum. OMI evaluates the basic literacy and mathematics each student 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 provide assistance to students
- After school tutoring
- Teacher assistance
- Counseling/parent meetings
- Formal SSTs held to determine need for formal assessment for Special Education
- Special education classes provide academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Cadet Study Team (CST)

OMI teachers or teams of teachers identify a student in need of academic assistance at any time. In addition, the Director of Instruction monitors progress and insures periodic reviews for all students during progress reporting times (e.g., 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 ("SST"), (which at OMI is known 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 and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A CST is a general education function. Many students; can benefit from a CST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to a CST for consideration. Anyone who is connected with that student can be included in the CST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. 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.

California High School Exit Exam Support

The academic standards in the California High School Exit Exam are low. In Language Arts, the exam measures academic knowledge and skills up to the 10th grade level. In mathematics, the exam measures academic knowledge and skills up to the beginning part of Algebra 1. OMI expects and has achieved a higher passage rate than that of OUSD students attending a comprehensive high school. The student most likely to face difficulty is an EL and/or student with disabilities, who may have difficulty with Language Arts portion of the exam. Consistent with the requirements of AB 347, OMI assists any student who is having difficulty passing the CHASEE through our current array of support services (e.g., counseling, after school tutoring), including "post 12th grade students". OMI also provides the accommodations, modifications and variations for students with disabilities and EL students.

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. As discussed in the prior section, "Instructional Methods", teachers use a range of approaches to differentiate instruction. OMI also offers a small variety of elective courses in the high school, as well as a good breadth of AP courses. Other individualized projects, such as the senior thesis, allow for high achieving students to find challenging opportunities.

OMI currently offers a middle school honor program and is exploring the International Baccalaureate Middle Years Program (IBMYP). In addition, a variety of honors and AP courses are offered at the high school level.

English Learners – Equal Opportunity for Success

OMI is committed to high levels of academic success for all students, including English Learners ("EL"). 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 the Oakland Unified School District. 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 English Language Development Test ("CELDT") Testing

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment, if they are entering a California public school for the first time, or have never taken a CELDT test for another reason, and they are tested at least annually thereafter between July 1 and October 31st until redesignated as fluent English proficient.

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 CELDT.
- 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, achieved through notice to parents or guardians of the language reclassification and placement process and encouragement of the participation of parents or guardians in the school's reclassification procedure.
- Comparison of 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 notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT is used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Providing English Learners full access to a rigorous curriculum is accomplished through a variety of strategies, guided by principles for teaching EL Students. The following information, adapted from the Northwest Regional Education Laboratory, summarizes those principles and strategies:

- Krashen's Theory of Comprehensible Input – using nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring
- Swain's Theory of Comprehensible Output – cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions
- Cummins' Theories of Academic Language and Cognitively Demanding Communication – higher order thinking questions, modeling thinking language by think alouds, explicit teaching, test and study skills, and high expectations
- Using the native language to increase comprehensibility
- Total Physical Response
- Language Experience (Dictated Stories)
- Scaffolding and activating prior knowledge
- The use of realia
- Word walls in academic classrooms
- The use of the THIEVES text previewing strategy
- Use of sentence frames

Overview of Services for Students With Disabilities

OMI is committed to high levels of academic success for all students, including students with disabilities. OMI complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

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 reasonable

accommodation by OMI.

OMI will be responsible for ensuring compliance with Section 504. OMI has a 504 coordinator who has the responsibility for overseeing the 504 process at OMI. A student may be referred by anyone, including a parent/guardian, teacher, other school employees or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504.

When appropriate, a 504 team is assembled by the Director of Instruction and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests that are selected and administered to ensure that when they are 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 IDEIA, a referral for assessment under the IDEIA is made by the 504 team.

If the student is found by the 504 team to have a disability 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"), pursuant to Section 104.33 of Title 34 of the Code of Federal Regulations. 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 OMI'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 tutors, receive a copy of each student's 504 Plan. The site administrator 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. The 504 coordinator will ensure that 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.

Services for Students Under the "IDEIA"

OMI currently belongs to the El Dorado County Charter SELPA and is an independent LEA for the purposes of Special Education.

As an independent LEA for purposes of providing special education and related services under the IDEIA pursuant to Education Code § 47641(b), in accordance with Education Code § 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.

Western Association of Schools and Colleges Accreditation

OMI is accredited through the Western Association of Schools and Colleges receiving in 2007 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.

Section III

Measurable Student Outcomes and USES OF DATA

"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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program."

- California Education Code § 47605(b)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured."

- California Education Code § 47605(b)(5)(C).

OMI meets all statewide standards and conducts the pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

Effective January 1, 2013, per Senate Bill No. 1290, this bill would require those pupil outcomes to include outcomes that address increases in pupil academic achievement both schoolwide and for all group of pupils served by the charter school, which this bill would define.

OMI outcomes are aligned with the mission, curriculum, and assessment of the 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 California State Curriculum 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 specialized populations. Consistent with Federal and state law, OMI reviews/participates in the review of the progress of students with disabilities according to their Individualized Educational Plan or their 504 plan. 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 IDEIA and 504 are implemented.

Some desired pupil outcomes are objectively measurable. For OMI these include acquiring the knowledge specified in the Common Core state standards, passing the California High School Exit Exam, 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 also measured 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 STUDENT OUTCOMES AND GOALS ALIGNED TO STATE PRIORITIES

OMI's student outcomes are designed to align with the Charter School's mission, curriculum, and assessment, the Common Core State Standards for Literacy and Mathematics, and the California State Standards for courses offered at OMI, as well as the 8 state priorities called for in Local Control and Accountability Plans.

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.

STATE PRIORITY #1: The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

OMI PRIORITY #1: OMI will ensure that 100% of teachers are appropriately assigned and fully credentialed, and every pupil has access to standards-aligned instructional materials, and school facilities are maintained in good repair.

ACTIONS TO ADDRESS PRIORITY #1:

- No teacher will be hired without full credentials. In the rare case where a teacher requires a short term staff permit, this will not be allowed to persist more than one academic year.
- No teacher will be assigned to teach a course for which s/he does not possess the proper credentials.
- All students will have access to standards-aligned instructional materials, both in classrooms and at home.
- The school facility will be maintained in excellent condition and any needed repairs will be accomplished as soon as practical. No marginally unsafe facilities conditions will be allowed to persist more than one working day, and all unsafe facility conditions will be immediately corrected.

MEASURABLE OUTCOMES FOR PRIORITY #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 school's facility components will be maintained in good repair.

STATE PRIORITY #2: Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

OMI PRIORITY #2: OMI will implement Common Core State Standards for all students, including English language learners.

ACTIONS TO ADDRESS PRIORITY #2:

- 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 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 PRIORITY #2:

- 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 (and other subjects) OMI will ensure teachers and students have access to aligned instructional materials within one academic year.
 - A minimum of 20 hours per school year of CCSS-Aligned professional development will be provided for each OMI teacher.
 - 100% of OMI courses in Math and ELA/ELD will have curriculum guides/maps developed and implemented by the end of the 2014-2015 academic year.
-

STATE PRIORITY #3: Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

OMI PRIORITY #3: 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.

ACTIONS TO ADDRESS PRIORITY #3:

- OMI will continue its numerous efforts and strategies to involve all parents; in addition, OMI will...
- Make a greater effort to ensure that all platoons are represented by one or more parents at each PAC meeting and that two-way communication be more robust between the PAC, all parents, and school administration
- Make a greater effort to ensure that more parents attend the Schoolsite Council meetings

MEASURABLE OUTCOMES FOR PRIORITY #3:

- 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.

STATE PRIORITY #4: Pupil achievement, as measured by all of the following as applicable:

- A. Statewide assessments
- B. API
- C. % of pupils who have successfully completed the A-G requirements
- D. % of ELs who make progress toward EL proficiency as measured by CELDT
- E. EL reclassification rate
- F. % of pupils who have passed an AP Exam with a score of 3 or higher
- G. % of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college readiness)

OMI PRIORITY #4: OMI will strive to ensure that all OMI students, including all students in numerically significant subgroups, achieve academically, as evidenced by

- A. Statewide assessments
- B. API
- C. % of pupils who have successfully completed the A-G requirements
- D. % of ELs who make progress toward EL proficiency as measured by CELDT
- E. EL reclassification rate

- F. % of pupils who have passed an AP Exam with a score of 3 or higher or students who successfully complete a college level course
- G. % of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college readiness)

ACTIONS TO ADDRESS PRIORITY #4:

- Standards based and aligned curricula in all classes
- 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
- Extensive student support structures, including academic support classes, tutoring, homework help, summer school, summer bridge classes, and Executive Function instruction
- Extensive faculty professional development, focusing on how to best support ALL students to achieve proficiency
- College courses on the OMI campus and arranged through OMI
- SAT/ACT prep courses
- A college and alumni outreach coordinated plan to support OMI alumni through college graduation and entry into the work force.

MEASURABLE OUTCOMES FOR PRIORITY #4:

- 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
- 70% or more of all students, and 70% of students in all subgroups, will show statistically significant growth on internal interim assessments for each course.
- The school's API will be 750 or above.
- The school will meet its AYP in at least three of the five years of the charter renewal.
- At least 80% of students (including at least 80% of all numerically significant subgroups) will pass both English and Math on their first CAHSEE attempt and 100% will pass prior to graduation.
- At least 85% of students (including at least 85% of all numerically significant subgroups) will successfully complete the UC/CSU A-G requirements.
- At least 85% of OMI's senior class (including at least 85% of all numerically significant subgroups) each year will be accepted to four year colleges or universities.
- At least 85% of students will make progress toward EL proficiency as measured by CELDT.
- 95% of students will be reclassified as English proficient within three years of enrollment at OMI.
- 95% of students will participate in the EAP.

- At least 50% of students will be "ready" and at least 75% will be "ready or conditionally ready" for college English and math as measured by the EAP.
- At least 50% of graduating seniors will have taken and passed at least one AP exam or one community college UC/CSU transferable course and at least 25% of graduating seniors will have taken and passed at least two AP exams or two community college UC/CSU transferable courses prior to graduation.
- At least 75% of OMI alumni will receive a bachelor's degree within six years of OMI graduation.

STATE PRIORITY #5: Pupil engagement, as measured by all of the following, as applicable:

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

OMI PRIORITY #5: OMI's students will be engaged fully in the learning process, as evidenced by:

- A. Excellent school attendance rates.
- B. Low chronic absenteeism rates.
- C. Very low middle school dropout rates.
- D. Very low high school dropout rates.
- E. Extremely high high school graduation rates.

ACTIONS TO ADDRESS PRIORITY #5:

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

MEASURABLE OUTCOMES FOR PRIORITY #5:

- OMI's average daily attendance rate will exceed 95%.
- The number of students with more than three unexcused absences in a semester will equal less than 5% of the student body.
- There will be zero dropouts from OMI.

- 100% of OMI students who start their senior year at OMI will receive a diploma not later than the summer following their senior year.
-

STATE PRIORITY #6: School climate, as measured by all of the following as applicable:

- A. Pupil suspension rates.
- B. Pupil expulsion rates.
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

OMI PRIORITY #6: School climate will be exceptionally strong, as measured by all of the following as applicable:

- A. Low Pupil suspension rates.
- B. Extremely low Pupil expulsion rates.
- C. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

ACTIONS TO ADDRESS PRIORITY #6:

- Implementation of enhanced effective entrance camp strategies to help students identify school culture expectations.
- Implementation of enhanced strategies as alternatives to suspension and expulsion.
- Implementation of the school's master facility plan, which includes safety and security enhancements, including the installation of security cameras campuswide.
- Continuation of robust student mental and social health services.

MEASURABLE OUTCOMES FOR PRIORITY #6:

- Suspension and expulsion rates less than half of the OUSD numbers.
- Student, staff, and parent surveys indicate 90% or more of all stakeholders feel the school is a physically and emotionally safe environment.
- At least 90% of students and parents will report satisfaction with the school's academic program on annual surveys.

STATE PRIORITY #7: The extent to which pupils have access to, and are enrolled in a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs.

OMI PRIORITY #7: OMI will provide all students its existing broad course of study which includes English, social sciences, languages other than English, physical education, character education, science, mathematics, and visual and performing arts.

ACTIONS TO ADDRESS PRIORITY #7: OMI will continue to provide its existing robust course of study.

STATE PRIORITY #8: Pupil outcomes, if available, in the subject areas described above in #7.

OMI PRIORITY #8: OMI's four pillars of academics, leadership, citizenship, and athletics will continue to be strengthened and student outcomes in each pillar measured regularly.

ACTIONS TO ADDRESS PRIORITY #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, interscholastic sports, and preparation for the Fitnessgram.
- Continue to provide a robust citizenship program through the school's merit /demerit system, school and community service opportunities, and quality character education curricula.

MEASURABLE OUTCOMES FOR PRIORITY #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 online promotion tests.
 - OMI will have 90% of its students meet 5 or 6 of the six Healthy Fitness Zones within the Fitnessgram.
 - OMI's students will perform a minimum of 10,000 school service hours annually.
 - OMI's students will perform a minimum of 10,000 community service hours annually.
 - At least 90% of student annually will respond "agree" or "strongly agree" on the annual survey question "OMI is preparing me to be a leader of character."
 - At least 90% of students and parents will report satisfaction with the school's athletic program each year.
 - At least 90% of students and parents will report satisfaction with the school's leadership development program each year.
 - At least 70% of students and parents will report satisfaction with the school's citizenship program each year.
-

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

ACTIONS TO ADDRESS PRIORITY #9:

- Maintain a balanced budget.
- Maintain a reserve for economic uncertainty of at least \$2,000,000

- Update the school's governing board bylaws as appropriate.
- Continue quality board oversight of school metrics.
- Continue focus on 100% compliance with applicable laws and regulations.
- Implement the adopted Master Facility Plan.

MEASURABLE OUTCOMES FOR PRIORITY #9:

- Maintain a balanced budget each year of the charter renewal.
- Maintain a reserve for economic uncertainty of at least \$2,000,000 by the end of the charter renewal period.
- Update the school's governing board bylaws at least once during the term of the charter.
- Publication of an annual report on the metric outlined in the above priorities.
- Zero litigation.
- Implementation of a majority of the adopted Master Facility Plan by the end of the charter renewal term.

Use and Reporting of Data

Assessments are used to inform OMI regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. 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 also 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" and scheduled assistance. OMI offers a tutorial program, staffed by qualified teachers, sometimes enhanced by college students. Students seeking more rigorous academic work will be 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 where 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 the curriculum, instructional, and evaluation practices. 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.

Finally, as summarized in the Key Summative Outcome Goals chart, assessments provide an overview of the success of OMI's academic program as a whole. As a college preparatory school, this includes information such as average GPA, the percentage of students receiving acceptance to their college of choice, which college students are attending, and the average SAT, SAT 2, and AP scores of graduates. It may also include information from surveys of OMI graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests will occur annually.

Section IV

Governance STRUCTURE

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

– California Education Code § 47605(b)(5)(D)

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) 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 § 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.

Assurances

OMI will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time, as long as the charter school has been given reasonable written notice of the policy change, and the policy change is in accordance with applicable law.

OAKLAND MILITARY INSTITUTE shall comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

OAKLAND MILITARY INSTITUTE will be solely responsible for the debts and obligations of the charter school.

Managerial Expertise/Executive Team

OMI benefits from the mature educational, administrative, and fiscal systems and procedures and experienced staff already in place. OMI is currently under the leadership of OMI Superintendent Mark Ryan; Director of Instruction Dara Northcroft; and Commandant of Cadets Major Francisco Flores;

- Superintendent

LTC (CA) Mark Ryan has served as the Assistant Executive Officer of the California Cadet Corps since 2005 and is currently the Superintendent at the Oakland Military Institute College Preparatory Academy and 4th Brigade Advisor. He concurrently serves as the Commander, Youth Programs Support Group, California State Military Reserve.

Commissioned as a 2LT in the California Cadet Corps in 1984, LTC Ryan is a former cadet, having attained the rank of Cadet Colonel as commander of the 8th Brigade. He grew up in 7th Brigade schools, including John Burroughs Junior High School and went on to be an assistant commandant in both the 7th and 8th brigades. From 1985-1989, he served on the state staff as

Support Officer, responsible for administration, personnel, operations, supply, and logistics for the program statewide. LTC Ryan has also served as a 10th Brigade Advisor since 1985. LTC Ryan was commissioned as a LTC in the California State Military Reserve in 2007.

During his adult career, LTC Ryan has held the position of commandant at Rio Linda High School, Don Julio Jr. High School, Los Angeles Academy Middle School, and San Geronio High School. He has served as both the 11th Brigade Advisor and 4th Brigade Advisor and has spearheaded the Cadet Corps' efforts at updating and revamping the Cadet Regulations and Cadet Corps Curriculum. His recent accomplishments include revision and creation of more than 30 regulations and several thousand pages of cadet curriculum materials. He spearheaded the effort to establish State Curriculum Standards for the California Cadet Corps and secure approval of those standards from both the State Military Department and Department of Education.

LTC Ryan holds California Administrative, Designated, and Multiple Subject credentials from the Commission on Teacher Credentialing, an earned doctorate from the University of Southern California in Curriculum and Instruction, a Master of Science Degree in Educational Administration, and a Bachelors Degree in Liberal Arts. He has been an elementary school teacher and administrator, and a high school vice principal and principal, as well as a program specialist and coach for math and science teachers at the middle school level.

LTC Ryan's military awards include the California Medal of Merit, the Order of California, the Distinguished Service Medal with gold cluster, the Cadet Corps Commendation Medal with gold cluster, the Cadet Corps Achievement Medal with gold cluster, the Cadet Corps Service Medal with gold redwood cluster, the State Staff Service Ribbon with gold cluster, Cadet Corps Special Service Ribbon with gold cluster, and Summer Training Service Ribbon with silver star device. LTC Ryan's civilian honors include the Los Angeles Unified School District "STAR" award, the St. Matthias Virtus Veritas Award, a Cardinal's Award from the Archdiocese of Los Angeles, and honors from the San Bernardino City Unified School District.

- Director of Instruction

Dara Northcroft earned her B.A. from University of California, Berkeley in Psychology and her M.S. in Educational Leadership from California State University, East Bay. She also holds a teaching and an administrative credential. Dara has been the Director of Instruction at Oakland Military Institute College Preparatory Academy since the 2004 school year. While at OMI, she was instrumental in helping the school grow to include a full compliment of grades, 6-12. Prior to working at OMI, Dara was the principal at St. Paul of the Shipwreck, a Catholic School in the Bay View-Hunters Point district of San Francisco. Her work there resulted in higher academic expectations, clearer communication between the school and the parents, and an improved sense of pride and collaboration in the school community. Dara began her career in education as a teacher and vice principal at St. Paschal Baylon Catholic School in Oakland, CA and attributes her years at that school to further igniting her love of working with children and for encouraging her to become a school leader.

- Commandant of Cadets

Major Francisco Flores holds a bachelors degree and multiple subject credential from the State of California, as well as an Administrative Services Credential. He is a member of the California National Guard, having served proudly as both an enlisted soldier and officer for more than 25 years. He is the recipient of numerous state and national military awards and decorations, and is an experienced school teacher and administrator in California..

Board of Directors

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

The current members of the Board are:

Chairman Clinton Reilly, President and CEO of Clinton Reilly Holdings

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

Mary Sue Allen, Vice President for Human Resources, United Parcel Service

The Honorable Joseph Sweeney, Civilian Aide to the Secretary of the Army for Northern California

David Clisham, Attorney at Law

Buzz Breedlove, Retired School Administrator, and Consultant

Steven Samuels, Civil Engineer

Joseph Wire, CFO, Golden Gate Bridge Authority

Bill Bowen, Retired business leader, author

Sedrick Tydus, Retired Bank President, Independent Consultant

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:

1. Recruiting, hiring, and evaluating the Superintendent;
2. Financial and operational management of OMI;
3. Adoption of OMI's annual financial budget;
4. Overseeing receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act;
5. Overseeing solicitation and receipt of grants and donations to OMI;
6. Developing and implementing Personnel policies and procedures and employee disciplinary matters;
7. Approval of hiring and dismissal recommendations made by the Superintendent;
8. Approval of contracts with outside entities or persons;
9. Financial audit oversight;
10. Relations with the chartering entity;
11. All matters related to charter approval, amendment, or revocation; and
12. Defend OMI from any adverse legal actions.

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

OMI Superintendent

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

The Superintendent has overall day-to-day management responsibilities of the school, determined by the Board as outlined in the Bylaws, job specification and the job specific employment contract. The Superintendent ensures the 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 school makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The Superintendent ensures that the school maintains a focus on student achievement. The Superintendent serves as a spokesperson for OMI to further the school's prominence within the local, state and national education and charter school communities.

Specifically, the responsibilities of the Superintendent, or his 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 agenda 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, 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 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, financial, tax preparation, accounts payable, personnel and business operations.

Director of Instruction

The Director of Instruction supervises the campus teachers. The Director of Instruction acts as the instructional leader for both middle and high school grades and is responsible for helping students achieve outcomes as outlined in the ESLRs. The Director of Instruction is responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Superintendent.

Commandant of Cadets

The Commandant of Cadets supervises the Leaders of Character (LOC) teachers. The Commandant acts as the instructional leader for both middle and high 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.

Parental Input Regarding the Educational Program

As required by Education Code § 47605, 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/student/teacher conferences, open houses, parent education events, email and phone communication, parent and student bulletins, parent participation on WASC accreditation committees, parent reports to the Governing Board each month, and parent participation in the parent council.

Parent/Student/Teacher Conferences and Cadet Success Teams: Parent/student/teacher conferences are scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year. Cadet Success Team meetings also occur as needed.

Open House: OMI conducts an all campus Open House at least once per year. Teachers 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, reminders, athletic events, special events or meetings, PAC 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, the Parent Advisory Council president reports on PAC activities and discusses parental issues or concerns with the board.

Parent Participation in OMI: Ongoing participation by parents is an important part of OMI. All OMI parents are required to contribute a minimum of 25 hours of volunteer service per school year in one or more of a variety of projects, including donations of emergency preparedness and classroom supplies, participation in fund raisers, and volunteering on campus in classrooms, at field trips, etc.

OAKLAND MILITARY INSTITUTE has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. OAKLAND MILITARY INSTITUTE will not, at any time, refer complaints to the District.

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

OAKLAND MILITARY INSTITUTE 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 OAKLAND MILITARY INSTITUTE alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. OAKLAND MILITARY INSTITUTE will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

OAKLAND MILITARY INSTITUTE 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.

OAKLAND MILITARY INSTITUTE 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.

Section V

Employee QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." – California Education Code § 47605(b)(5)(E)

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 school. In accordance with Education Code § 47605(d)(1), OMI is nonsectarian in its employment practices and all other operations. OMI does not discriminate against any individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of OMI will work under an employment contract.

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

Director of Instruction

The Director of Instruction supervises the campus teachers. The Director of Instruction shall act as the instructional leader at the School and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program. The Director of Instruction 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

The Commandant of Cadets supervises the Leaders of Character (LOC) teachers. The Commandant acts as the instructional leader for both middle and high 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. The California Military Department, in collaboration with the superintendent and board, select the Commandant.

Teachers

OMI complies with Education Code § 47605(l), which states in pertinent part:

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 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:

- Subject instruction
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents
- A commitment to students and learning
- Knowledge about 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.
- Additionally, core teachers, as defined by the No Child Left Behind Act, shall meet the applicable definitions of the highly qualified requirements. (Teachers of core, college-preparatory classes shall meet the applicable definitions of the "highly qualified" requirements). Under NCLB, in order to teach a core class, a teacher is designated as "highly qualified" if they:
 1. Hold a Bachelor's Degree; and
 2. 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; and
 3. Demonstrate sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

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, or to be "highly qualified" 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 School.

Paraprofessionals who are required to be "highly qualified" under the federal No Child Left Behind Act, will meet NCLB requirements.

All employees, including but not limited to librarians, library aids and health aids 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 find 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 Highly Qualified Faculty

Once employed, 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, and the retention of high quality faculty members. OMI's professional development follows the objectives and the action plan created in the 2007 WASC accreditation process. Specialized professional development includes but is not limited to Reader Apprenticeship, 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, practice at other public and private schools, and extensive discussion with faculty, administration, and the Board.

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 which are more substantial than those provided by most local charter schools and local districts. OMI currently provides a comprehensive package of benefits including sick leave, health, dental, and vision.

Employees are informed of their benefits, their rights and policies and procedures through the OMI Employee Handbook. The OMI Employee Handbook includes information regarding recruitment, working conditions, salaries, benefits, and employment policies. Salaries, benefits, and working conditions are reviewed annually by administration, and recommendations for changes are made to the Board. Health: Currently OMI contributes 100% of the monthly premium for a group health insurance plan for all full-time employees. OMI provides a debit card for co-pay payments. However, each employee covered by the health insurance plan is currently charged \$300 per year (drawn on a monthly basis from salary) for membership in the plan. The employee may have dependents added to the insurance plan, subject to the limitations set forth in the plan. Should an employee leave OMI, this policy may be continued at the employee's

expense, after which the employee may exercise his/her conversion option (COBRA coverage). Information about COBRA coverage may be obtained from the Business Manager. Dental: Currently, coverage is available to full-time employees. The Institute pays the premium for the employee. The employee may have dependents added to the insurance plan, subject to the limitations set by the plans. Vision: Currently OMI offers a vision plan to fulltime employees.

All full time teachers are paid salary and offered annual employment contracts. Other employees are compensated in alignment with their job descriptions.

The benefits described herein are subject to notification by the OMI Board as needed to attract a qualified staff and to ensure fiscal viability.

Evaluation of Employees

Faculty members are evaluated annually pursuant to an evaluation process that includes classroom observations, self-evaluation, and 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

Section VI

Description of

EMPLOYEE RIGHTS

Employee Representation

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act"
– California Education Code § 47605(b)(5)(O)

OMI will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA").

Rights of School District Employees

"A description of the rights of any 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."
– California Education Code § 47605(b)(5)(M)

Employees of OUSD who choose to leave the employment of OUSD to work in OMI will have no automatic rights of return to OUSD after employment by OMI unless specifically granted by OUSD through a leave of absence or other agreement.

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.

Retirement Benefits

"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."
– California Education Code § 47605(b)(5)(K)

All full-time employees at OMI will participate in a qualified retirement plan including but not limited to State Teachers Retirement System ("STRS"), Public Employees Retirement System ("PERS"), and the federal social security system based on their eligibility to participate. OMI teachers participate in STRS. Non-credentialed staff participate in PERS or federal social security. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

Section VII

HEALTH AND SAFETY

Procedures

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in § 44237.
– California Education Code § 4 7605(b) (5) (F)*

The following is a summary of the health and safety policies of OMI:

Procedures for Background Checks

Employees and contractors of OMI are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code §§ 44237 and 45125.1. New employees must submit to a Livescan (electronic fingerprinting) background check and have a clear criminal record from both the Department of Justice in accordance with Sections 44237 and 45125.1 prior to commencing employment. The OMI Director of Instruction monitors compliance with this policy. The Superintendent monitors the fingerprinting and background clearance of the Director of Instruction.

Volunteers who volunteer outside of the direct supervision of an employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee. Volunteers who volunteer within the direct supervision of an employee are additionally cleared through the Megan's Law web site.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

OMI follows the requirement of Education Code § 49406 in requiring tuberculosis testing of all employees.

Immunizations

OMI adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code §§ 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075.

CPR/First Aid Training

Over 50% of the employees of OMI are CPR/First Aid trained.

Medication in School

OMI will adhere to Education Code § 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

OMI will adhere to Education Code § 49450, et seq, as applicable to the grade levels served by the school.

Oral Health Examinations

OMI will require its students to comply with all oral health examinations pursuant to Education Code § 49452.8.

Diabetes

Beginning in the 2010-11 school year, OMI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Emergency Preparedness

OMI adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood Borne Pathogens

OMI meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place.

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 complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Superintendent is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

OMI is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. 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 § 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

OAKLAND MILITARY INSTITUTE shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

Section VIII

DISPUTE RESOLUTION

Process, Oversight, Reporting and Renewal

"The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter."

– California Education Code § 47605(b)(5)(N)

Disputes Between OMI and OUSD

In the event of a dispute between OMI and OUSD relating to provisions of this charter, OMI staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the OMI's Superintendent. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

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 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 which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School 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.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and Governing Board members of OAKLAND MILITARY INSTITUTE agree to attempt to resolve all disputes between the District and OAKLAND MILITARY INSTITUTE 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 OAKLAND MILITARY INSTITUTE, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
OAKLAND MILITARY INSTITUTE
3877 Lusk Street
Oakland, CA 94608

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(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 fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree to settle the controversy, claim or dispute by binding arbitration conducted by a single arbitrator in accordance with the guidelines of the AAA. If no agreement on an arbitrator is reached within 30 days after a request to mediate, the AAA shall select the arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear its own costs and expenses.

(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by the other party in compelling arbitration of any controversy, claim, or dispute.

OMI's Uniform Complaint Procedure

Oakland Military Institute's ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to

investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and

(2) complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, no child left behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee on a case-by-case basis.

The charter school prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Superintendent , Oakland Military Institute, 3877 Lusk Street, Oakland, CA 94608

The superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the superintendent or designee.

Notifications- The superintendent or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The superintendent or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Section IX

Student Admissions, Attendance, and Suspension/Expulsion

POLICIES

Admission Requirements

*"Admission requirements, if applicable."
– California Education Code § 47605(b)(5)(H)*

OMI will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All educational opportunities will be offered free of tuition.

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. An informative website has been developed (www.oakmil.org) and will be regularly updated with information about OMI and our admission process. The website will include information explaining that OMI is open to and welcomes all students who share our mission, and that academic support services are available for students that 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 school's mission and are committed to the school's instructional and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the 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 school exceeds the 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:

- siblings of existing students;
- children of employees and OMI Board members;

- residents of the District;
- other California residents.

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

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

A military leadership course is a valuable tool to acquaint new enrollees to the school's culture, behavior codes, terminology, routines and requirements. All new students are required to attend and successfully complete this training. OMI will establish a Review Board and standards to evaluate each student's performance record at this military training. If a student fails to attend or fails to participate successfully, then OMI's Review Board may discharge the student, prior to the start of the regular academic year.

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

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

By October 1 of each year, OAKLAND MILITARY INSTITUTE will notify the District in writing of the application deadline and proposed lottery date. OAKLAND MILITARY INSTITUTE 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.

Means to Achieve Racial/Ethnic Balance Reflective of District

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

– California Education Code Section § 47605(b)(5)(G)

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

OMI's student population is already reasonably reflective of that of OUSD's.

OMI employs a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of OUSD:

- providing Spanish language materials;
- An enrollment process that is scheduled to include a timeline that allows for a broad-based application process;

- 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 include, but are 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.
- OUSD has expressed its interest in OMI student population reflecting the racial and ethnic balance of OUSD as a whole. In light of this mutual goal, OMI requests that OUSD include information about OMI on its website and in its informational materials.

As part of outreach to Spanish speakers, OMI prepares general information sheets, and other key documents in Spanish.

Public School Attendance Alternatives

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

No student may be required to attend OMI. Students who do not want to attend OMI may attend the schools in the school district where they reside, or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in OMI are informed on admissions forms that the students have no right to admission in a particular school of an local education agency (or program of any local education agency) as a consequence of enrollment in OMI, except to the extent that such a right is extended by the local education agency.

Pupil Suspension and Expulsion

“The procedures by which pupils can be suspended or expelled.”
 – California Education Code § 47605(b)(5)(J)

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

OMI acknowledges the responsibility of each student, parent, volunteer, faculty, staff member and administrator to contribute to the wellbeing 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; and
- 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 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 which may include, but are not limited to suspension or expulsion. Specific policies regarding suspension and expulsion appear below. OMI's policies provide all students with due process and have been developed to conform to applicable federal laws relating to discipline of students with exceptional needs prior to beginning instruction.

SUSPENSION & EXPULSION PROCEDURES

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

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

A cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. OMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom OMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such cadets.

Alternatives to Suspension

In suspension cases which do not involve "enumerated offenses," it is at the discretion of the Commandant and/or Dean of Students to offer alternatives to suspension at the suspension conference. Alternatives may include school or community service, campus clean up duties, Saturday School, and/or in-house suspension. Alternatives may also include additional tasks such as research on the dangers of particular offenses, the creation of Public Service Announcements/posters/presentations regarding cadet misconduct, and counseling/mentoring sessions.

A. Grounds for Suspension and Expulsion of Cadets

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

B. Enumerated Offenses

Cadets may be suspended and/or expelled for any of the following acts when it is determined the cadet:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, including a laser pen or device or an incendiary device such as matches or a lighter, unless, in the case of possession of any object of this type, the cadets had obtained written permission to possess the item from a certificated school employee, with the Commandant or Dean's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, any illegal substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 or Salvia Divinorum as noted in section 379 of the California Penal Code. Salvia Divinorum is also known by the street names as "Serenity" or "K2."
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. **Willful defiance shall include accumulating excessive demerits in a school year.**
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a cadet who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that cadet from being a witness and/or retaliating against that cadet for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a cadet or group of cadets to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading cadet rights by creating an intimidating or hostile educational environment.
23. Engaged in an act of bullying, threat, harassment, or intimidation, including but not limited to bullying committed by means of an electronic act. (Defined as transmission of a communication, including but not limited to a message, text, sound, or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer, or pager).
24. Continued failure to comply with the military requirements of the Institute, including but not limited to repeated failure to wear the proper uniform, refusal to comply with established grooming standards, failure to display military courtesy, or failure to achieve the minimum requirements for promotion from "pledge" to cadet during the first semester of enrollment at OMI.
25. Violated the Cadet Code of Honor by an egregious act of disrespect, lying, cheating, or stealing.
26. Was found guilty of a misdemeanor or felony for an offense which occurred in conjunction with school operations or the cadet coming to or going from school, and which, in the opinion of the school, would bring discredit on the cadet or the school or would endanger the health and safety of members of the school community.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Suspension Conference

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

At the conference, the cadet shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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

Suspension Notice to Parents/Guardians

At the time of suspension, the Commandant or Dean 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 Dean, 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 Dean upon either of the following determinations: 1) the cadet's presence will be disruptive to the education process; or 2) the cadet poses a threat or danger to others. Upon either determination, the cadet's suspension will be extended pending the results of an expulsion hearing.

A cadet may be expelled by the OMI Superintendent upon the recommendation of the Discipline Board. The Discipline Board will consist of at least three members who are certificated and neither a teacher of the cadet nor a member of the OMI's Governing Board. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense or any cadet who has accumulated 40 or more demerits or an excessive number of demerits at first quarter (10 or more), second quarter (20 or more), or third quarter (30 or more)..

Cadets recommended for expulsion either due to the accumulation of 40 or more demerits or for an offense outlined in this section are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Dean determines that the Cadet has committed an expellable offense or accumulated 40 or more demerits or an excessive number of demerits as noted above.

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

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

- a statement of specific facts, charges and offenses upon which the proposed expulsion is based
- a copy of OMI's disciplinary rules which relate to the alleged violation
- Notification of the cadet's or parent/guardian's obligation to provide information about the cadet's status at the school to any other school district or school to which the cadet seeks enrollment;
- The opportunity for the cadet or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses.
- OMI may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the Discipline Board Hearing in the form of sworn declarations which shall be examined only by the OMI Discipline Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the cadet.

Special Considerations for Sexual Assault or Battery Cases:

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- OMI must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the Discipline Board Hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the Discipline Board Hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the
- hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, OMI must present evidence that the witness' presence is both desired by the witness and will be helpful to OMI. The person presiding over the Discipline Board Hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Discipline Board Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an expellable offense or accumulated 40 or more (or an excessive number of) demerits.

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

If, due to a written request by the accused cadet, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

be made within ten (10) school days following the conclusion of the hearing. The Decision of the OMI Superintendent is final. Appeals of the Superintendent's decision to expel may be made in writing within 10 days.

The scope of the review of the Board shall be limited to the following questions:

1. Whether OMI acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the OMI Governing Board or Board Operations Committee. The cadet shall be considered expelled and not permitted to return to OMI during an appeal process.

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

The Dean, following a decision of the OMI Superintendent to expel, shall send written notice of the decision to expel, including the OMI Superintendent's findings of fact, to the cadet or parent/guardian. This notice shall also include the following:

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

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

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

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

No Right to Appeal - The cadet shall have no additional right of appeal from expulsion from OMI other than the OMI Governing Board as specified above.

Expelled Cadets/Alternative Education - Cadets who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans - Cadets who are expelled from OMI shall be given a rehabilitation plan upon expulsion as developed by the OMI Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the cadet may reapply to OMI for readmission.

Readmission - The decision to readmit a cadet or to admit a previously expelled cadet from another school district or charter school shall be in the sole discretion of the OMI Superintendent following a meeting with the Dean and the cadet and guardian or representative to determine whether the cadet has successfully completed the rehabilitation plan and to determine whether the cadet poses a threat to others or will be disruptive to the school environment. The Dean 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 disciplinary considerations for Special Education Students and Students With 504 Plans

All cadets with an IEP or a 504 plan will be allowed to reconcile all demerits determined to be a manifestation of their disabilities at the discretion of the Dean of Students in consultation with the Educational Specialist and/or IEP/504 Team and/or the Director of Instruction. In cases where a parent determines that a demerit was issued for a behavior or action that the parent believes is a manifestation of the cadet's disability as outlined in the IEP or 504 plan, the parent can request a meeting with the Dean of Students and/or the IEP/504 team and/or the Educational Specialist to collaboratively decide whether the demerit should be categorized as a manifestation and authorized for demerit decrement. In cases where a student is in the process of being assessed for an IEP or 504, the administration and parent will work collaboratively to determine the appropriateness of allowing a student to reconcile demerits.

Section X

FINANCIAL PLANNING, Business Matters, Reporting and Accountability

OMI is a wholly separate and independent entity from OUSD.

OMI receives funding in accordance with Education Code § 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.

OUSD will be reimbursed its actual costs up to 1 % of the revenue of OMI (defined in accordance with Education Code § 47613(a) through (f)) for supervision and oversight costs. "Revenue" is defined by Education Code § 47613(f) as the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. OUSD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter. These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in Section IX of this Charter.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Fiscal Strength and Support

OMI has significant financial strength. This strength includes strong financial reserves of almost \$1.7 million as of June 30, 2013.

OMI's fiscal responsibility, efficient accounting practices and policies, and timely reporting to state and local entities is clearly evident in the seven years of clean audits. OMI's five-year financial plan is well developed and conservative in its approach.

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.

Administrative Services

As necessary, OMI may contract for administrative services with service providers as appropriate.

Audits

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

– California Education Code § 47605(b)(5)(l)

An annual independent fiscal audit of the books and records of OMI is conducted as required under Education Code §§ 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 State Controllers 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 approved by the State Controller on its published list as an educational audit provider.

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 to 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 OAKLAND MILITARY INSTITUTE is a recipient of federal funds, including federal Title I, Part A funds, OAKLAND MILITARY INSTITUTE has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. OAKLAND MILITARY INSTITUTE agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act 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. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.

- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

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

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

Budgets

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.
– California Education Code § 47605(g)*

OMI has submitted budget projections including multi year budget projections to Oakland Unified as part of its ongoing fiscal due diligence.

These documents are based upon certain projected enrollments for the five years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

Financial Reporting

OMI provides reports to OUSD as follows in accordance with Education Code Section 47604.33 and provides additional fiscal reports as requested by OUSD:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

OAKLAND MILITARY INSTITUTE 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").

Section XI

Potential CIVIL LIABILITY Effects

"Potential civil liability effects, if any, upon the school and upon the District." – California Education Code Section 47605(g)

Intent

This statement is intended to fulfill the terms of Education Code § 47605(g) and provide information regarding the proposed operation and potential effects of OMI on OUSD.

Civil Liability/Insurance

OMI is operated as an existing California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of § 501 (c)(3) of the Internal Revenue Code and California Revenue and Taxation Code § 23701 d.

Pursuant to Education Code § 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation will not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. OMI will work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings as requested, statutory fiscal reporting, or other requested protocol to ensure the District will not be liable for the operation of OMI.

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 school annually.

Section XII

CLOSURE PROTOCOL

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records."

– California Education Code § 47605(b)(5)(P)

We do not expect OMI to close. However, in the event of OMI closing, we will work with OUSD and our outside auditors to ensure the preparation of the closing audit and the disposition of net assets and liabilities. Immediate notification will be provided to OUSD regarding any consideration of closure.

Consistent with 5 CCR 11962, the following procedures will apply in the event OMI closes, regardless of the reason for closure.

- Closure of OMI will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board will promptly notify the chartering agency, the Alameda County Office of Education, OMI's SELPA, the retirement systems in which OMI's employees participate, and the California Department of Education of the closure and of the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- The Board will be responsible for communication of closure to students, parents, and staff. The Board will ensure notification to the parents and students of OMI of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close OMI.
- This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- As applicable, OMI will provide parents, students and the chartering agency with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. For student records, we will work with OUSD to ensure that records for current students are delivered to the district of residence for those students. For alumni/alumnae, we will hold these records after closure of OMI.
- All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- As soon as reasonably practical, OMI will prepare final financial records. OMI will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by OMI and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to OMI.

- OMI will complete and file any annual reports required pursuant to Education Code section 47604.33.
- On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- On closure, OMI shall remain solely responsible for all liabilities arising from the operation of OMI.
- As OMI is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of OMI, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
- As specified by the Budget in the Appendix, OMI will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Section XIII

MISCELLANEOUS

Administrative Services

OMI reserves the right to create an MOU with another entity for the purpose of providing a financially sound approach to administrative services.

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of OAKLAND MILITARY INSTITUTE not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if OAKLAND MILITARY INSTITUTE 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 then-applicable law.

Mandated Costs

In order to meet the health, safety, and public accountability requirements of all public school children at OMI, the Charter School shall comply with the following state-mandated programs:

- Annual Parent Notifications
- Clean School Restrooms
- Comprehensive School Safety Plans
- Criminal Background Checks
- Graduation Requirements
- Open Meetings Act/Brown Act
- Immunization Records
- Parent Conferences and Notification- Students in danger of Failing a Course
- Physical Performance Tests
- Pupil Promotion and Retention as applicable to Grade 6-12
- School Accountability Report Cards
- Hearing, Vision, and Scoliosis Screenings
- Standardized Testing and Reporting
- Student Records

Eligible expenses which the sponsoring district incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of the Charter School and should be addressed by the sponsoring district through the State's Mandated Cost Reimbursement Program's Charter School claims.

Facilities

OMI provides classroom instruction at one facility 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.

In the case that OAKLAND MILITARY INSTITUTE occupies a non-District facility, if OAKLAND MILITARY INSTITUTE fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 45 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools.

If OAKLAND MILITARY INSTITUTE moves or expands to another facility during the term of this charter, OAKLAND MILITARY INSTITUTE shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 45 days before school is scheduled to begin operation in the facility or facilities. OAKLAND MILITARY INSTITUTE shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Public Records

OAKLAND MILITARY INSTITUTE acknowledges that 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 OAKLAND MILITARY INSTITUTE to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at OAKLAND MILITARY INSTITUTE and of the District. OAKLAND MILITARY INSTITUTE 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 OAKLAND MILITARY INSTITUTE does not have that OAKLAND MILITARY INSTITUTE needs in order to meet its obligations, the District shall provide the same to OAKLAND MILITARY INSTITUTE in a reasonably timely manner upon request.

If OAKLAND MILITARY INSTITUTE does not test (i.e., STAR) with the District, OAKLAND MILITARY INSTITUTE hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

External Reporting

OAKLAND MILITARY INSTITUTE will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires 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 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, OAKLAND MILITARY INSTITUTE must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.

Revocation of the Charter

The District may revoke the charter of OAKLAND MILITARY INSTITUTE if OAKLAND MILITARY INSTITUTE commits a breach of any terms of its charter. Further, the District may revoke the charter if OAKLAND MILITARY INSTITUTE commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of OAKLAND MILITARY INSTITUTE on any of the following grounds:

1. OAKLAND MILITARY INSTITUTE committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. OAKLAND MILITARY INSTITUTE failed to meet or pursue any of the pupil outcomes identified in the charter.
3. OAKLAND MILITARY INSTITUTE failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. OAKLAND MILITARY INSTITUTE violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify OAKLAND MILITARY INSTITUTE in writing of the specific violation, and give OAKLAND MILITARY INSTITUTE a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Impact on Charter Authorizer

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

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

OAKLAND MILITARY INSTITUTE 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.

OAKLAND MILITARY INSTITUTE agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- OAKLAND MILITARY INSTITUTE is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of OAKLAND MILITARY INSTITUTE.
- The District is authorized to revoke this charter for, among other reasons, the failure of OAKLAND MILITARY INSTITUTE to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to review OAKLAND MILITARY INSTITUTE external audit findings, records, data, processes and procedures through the Office of Charter Schools or other means. The review may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- The results of audits conducted by the external financial auditor,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

OAKLAND MILITARY INSTITUTE shall cooperate fully with such reviews and to make available any and all records necessary for the performance of the review upon 30 days notice to OAKLAND MILITARY INSTITUTE. If 30 days notice is insufficient because of exigent circumstances which exist in the judgment of the district requires shorter notice, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to OAKLAND MILITARY INSTITUTE operations is received by the District, the OAKLAND MILITARY INSTITUTE shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Term of the Charter

The term of the OMI charter will be five years from June 30, 2009 through June 30, 2014.

Severability

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement will not be affected thereby and will remain valid and fully enforceable.

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.

Section XIV

CONCLUSION

By approving 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 to set the highest standard for what a charter school should and can be. 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 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 certification, athletic league success, emergency preparedness, and food service certification.



CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

1 What is distinctive about your school?

The following list reflects the results of brainstorming by Oakland Military Institute leadership team members in response to this question:

- The school operates for grades 6-12 in a military framework to get all students into college; the school operates under four PILLARS: ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS
- The ACADEMIC pillar includes the premise that all students take a UC/CSU "A-G" course taking pattern, students receive intense "extended learning academy" services before school beginning at 0615 and each day after school until 1830 as well as most weekends and all summer. Cadets make daily use of a planner for personal organization, have access to rich technology resources, and have the opportunity to take classes through Berkeley City College and online through San Jose State University on the OMI campus. In addition, OMI has partnership with UC Berkeley and all four major US military service academies, as well as military junior colleges and colleges through our membership in the Association of Military Colleges and Schools of the United States.
- The LEADERSHIP framework includes such unique characteristics as wear of a military uniform each school day, daily patriotic exercises and formation, students serving in various peer military leadership roles, use of the California Cadet Corps curriculum, cadet military awards and promotions/rank structure, and outdoor education programs. A formal partnership exists between the CA National Guard and the school; we are only such partnered school in the state.
- The CITIZENSHIP program is predicated on a merit and demerit system emphasizing personal responsibility and adherence to the Code of Honor. OMI provides unique opportunities for student "voice" not commonly associated with strict military regimens; students have strong personal connections to a caring staff and administration and a variety of support services and interventions to ensure success across personal and academic domains.

- The ATHLETICS pills includes intramural and interscholastic programs, summer athletic camps, a focus on Fitnessgram preparation, a partnership with the Harper for Kids Foundation and its emphasis on character education through athletics, and OMI has a Partners in Education agreement with the United States Coast Guard in the bay area and was selected as the “Best Partnership” in the nation during 2013. That agreement includes student mentoring, cultural exchange activities, and the use of USCG facilities as our home athletic venues.
- OMI also has a high quality multiple award winning marching band program, similarly successful drill team, marksmanship, orienteering, and color guard programs, and a strong parent involvement component that includes intensive parent orientation, alignment of parent functions within 15 “Duties of an OMI Parent” and a wide variety of parent/family activities, including annual BBQ/Picnics and other family events such as an annual Spaghetti Dinner and Casino Night.
- OMI’s facilities include a long-term lease at the OUSD Longfellow campus, each classroom is equipped with a smartboard, there are multiple computer labs and rolling laptop carts on campus, and the school’s highly engaged governing board is currently completing a long range facility master planning process with the school community. There is a comprehensive school safety and security plan for which OMI has been recognized nationally.
- Perhaps most unique is the fact that our founder is Governor Jerry Brown and we are proud to be part of a Brown Military Institute Consortium of schools statewide who share the above characteristics.

2 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know

The rate at which OMI gets students into college is impressive (over 95% go onto college, 75% of whom go to four year colleges and universities. CST data shows that we have doubled the math proficiency rates since the last charter was renewed and English proficiency rates are near 60%. CAHSEE results are very impressive, with more than 80% passing both English and math on the first attempt and 100% passing prior to graduation on time. There remains much room to improve proficiency rates, but the summary data noted in our WASC report indicate a successful school.

What are the main priorities for improvement?

1. The five areas of our schoolwide action plan are as follows: Focus on creating a more robust professional learning community focused on quality teaching of the Common Core.
2. Effectively market the school to prospective students and increase retention of students who are willing to work toward the rigors of the school’s vision and purpose.
3. Provide more effective intervention for students below proficiency.
4. Align technology and other teaching/learning resources with the transition to the Common Core.
5. Increase parent/guardian involvement in the life of the school and supporting students in all four pillars.

OMI is committed to continuing to close the achievement gap, increase the percentage of students attending and graduating from 4-year colleges, and improving SAT/ACT scores, among other things.

3 How well is the school regarded by its students and parents?

Evaluation:

Excellent

5	4	3	2	1
	x			

Unsatisfactory

How do you know?

Student and parent surveys are administered annually and reveal very strong satisfaction. Exit interviews are conducted for all families who leave the school, and a great many students who leave of their own volition choose to return and tell us that "the grass isn't necessarily greener."

What do (a) students and (b) parents most like about the school?

Caring staff, military structure, high expectations, safety, access to administration and staff, available resources to support learning and parenting, and the time the staff takes to get to know each child individually.

What do they feel needs improvement, and what action is being taken?

Consistency of the discipline system, communication with teachers, web site postings on a regular basis, communication of upcoming events, strictness needs to be improved, uniform compliance, the need for a gym, and the need for more honors courses.

4 How well do students achieve?

Evaluation:

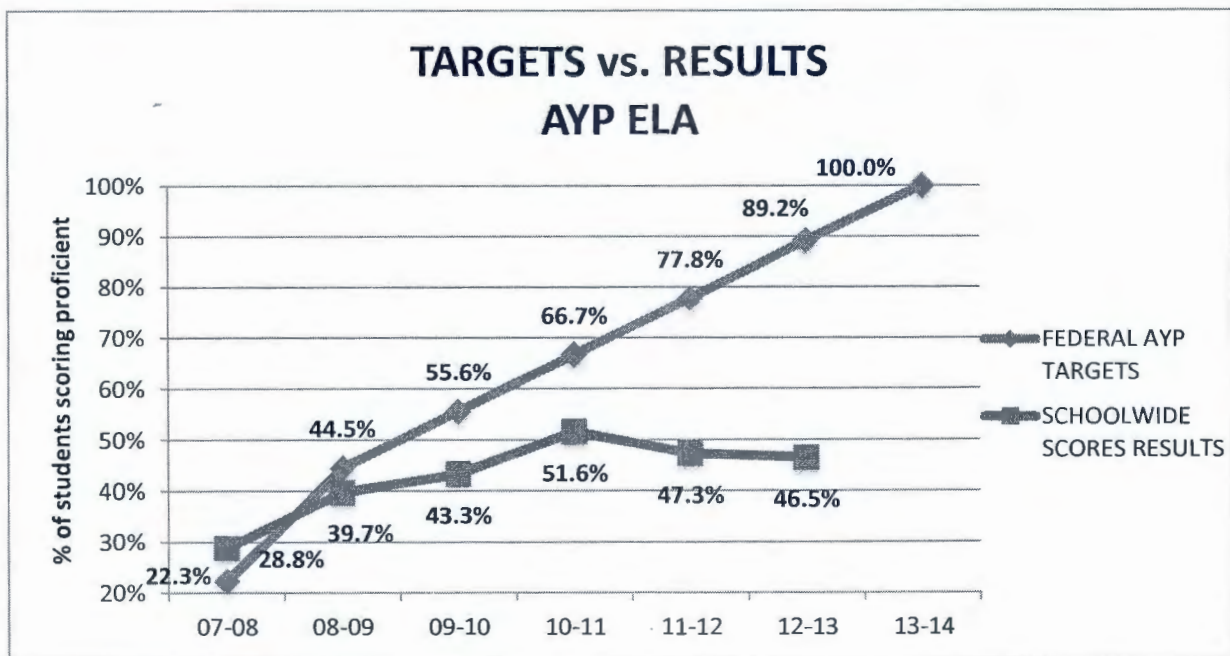
Excellent

5	4	3	2	1
	x			

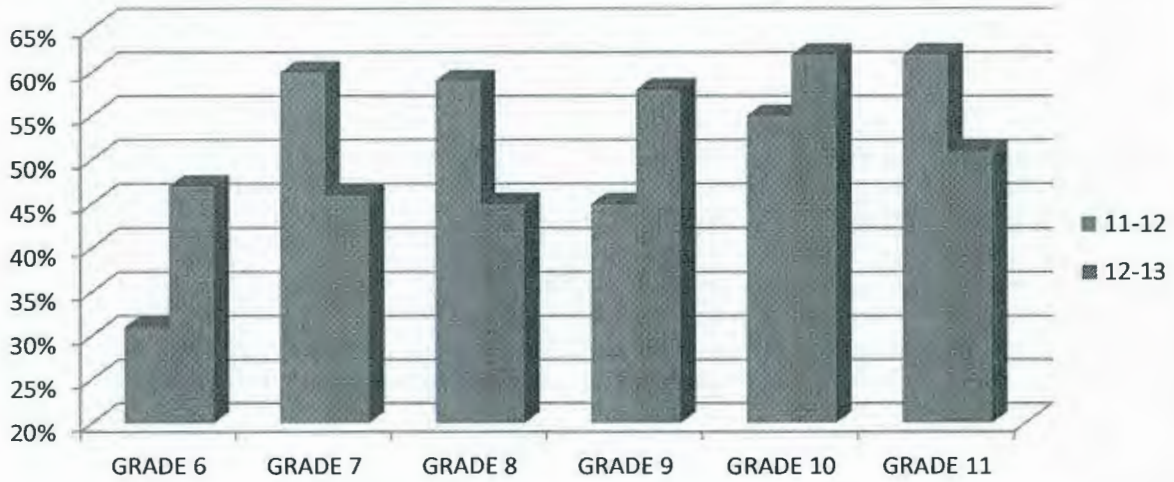
Unsatisfactory

How do you know?

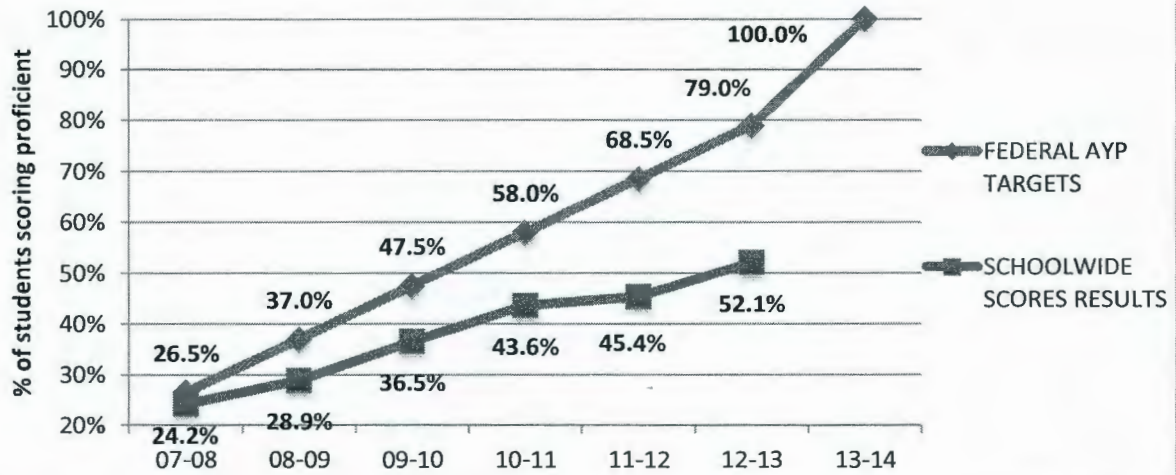
CST data, CAHSEE data, All of the information in chapter 1 of our WASC report



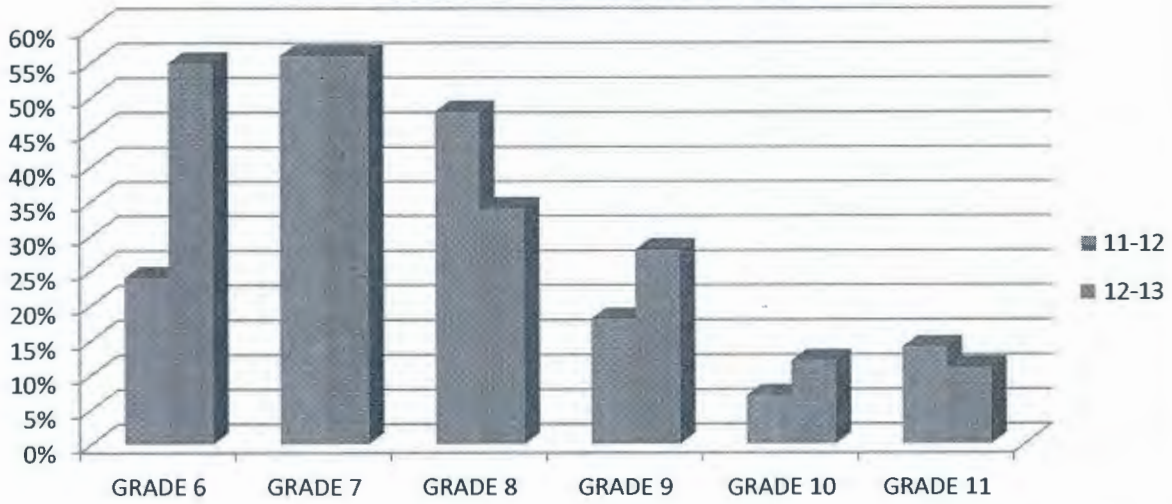
PERCENT OF STUDENT SCORING PROFICIENT AND ABOVE ON THE CST ELA



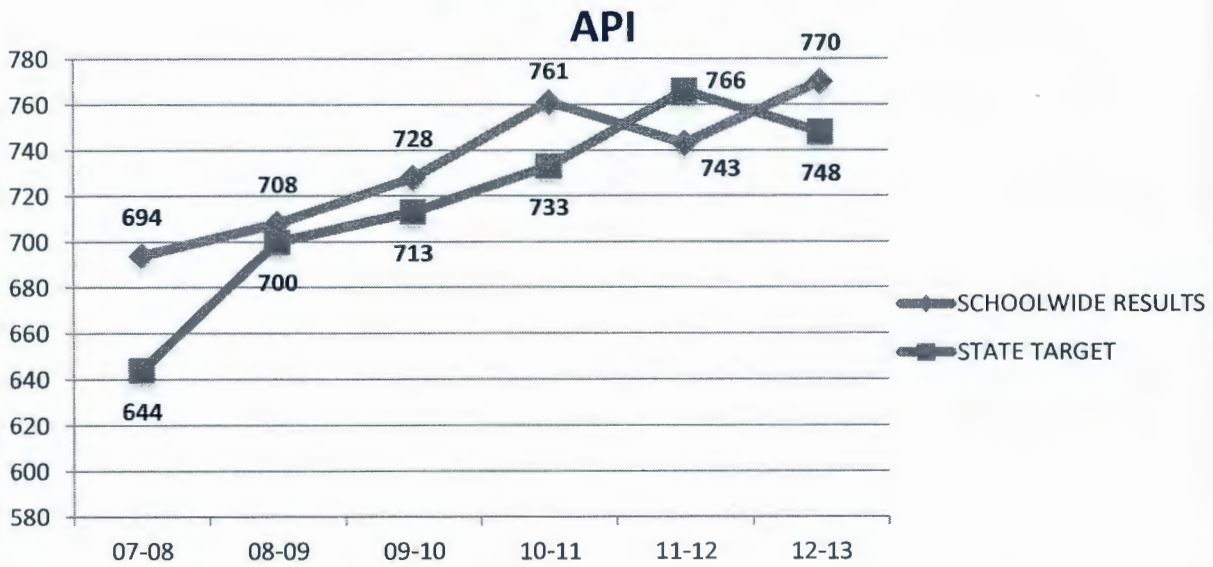
TARGETS vs. RESULTS AYP MATH



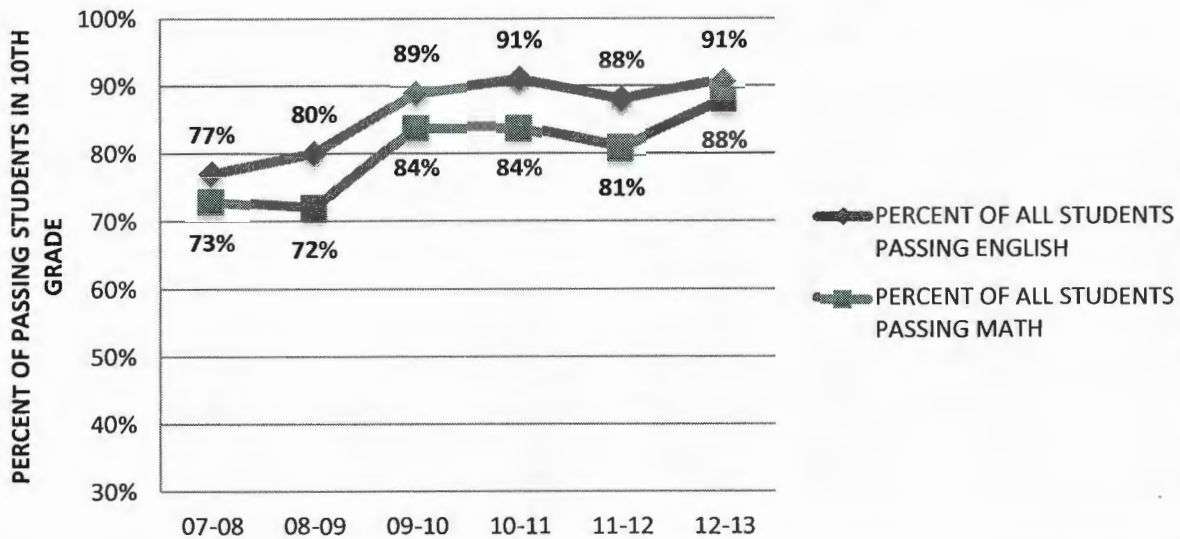
PERCENT OF STUDENTS SCORING PROFICIENT AND ABOVE ON THE CST MATH



Targets vs. Results



SCHOOLWIDE CAHSEE RESULTS



In which subjects and grades do students do best, and why?

6th and 9th grades did exceptionally well this past year. Social studies and science always do well. English Language Arts is a strength. High quality teachers, access to technology and other materials, and collaboration among teachers result in these successes.

In which subjects and grades is improvement needed, and what action is being taken?

Math is an area for continued improvement. High school students who were not OMI students in middle school continue to drag down overall achievement levels.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

OMI has taken make efforts to bridge the achievement gap, doubling and in some cases tripling proficiency levels in math, English, science, and history since our last charter renewal. But there remain significant gaps that need to be filled. Special ed students remain a priority to improve performance, as are African Americans and English language learners.

Evaluation:

Excellent

5	4	3	2	1
	x			

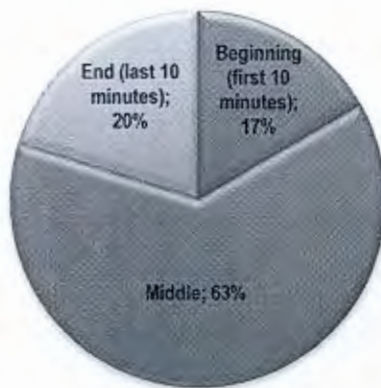
Unsatisfactory

How do you know?

All of the data in Chapter 1 of our WASC Report points to quality teaching but also shows room for improvement. The school administration does frequent walk throughs and the data from those walk throughs is analyzed by faculty and administration as well as the governing board.

CLASSROOM OBSERVATION DATA-

The following charts summarize the data from 396 informal observations conducted by the Director of Instruction and Superintendent during the 2012-2013 school year. Here, we try to assess the effectiveness of teachers in terms of classroom practice implementing professional development training.

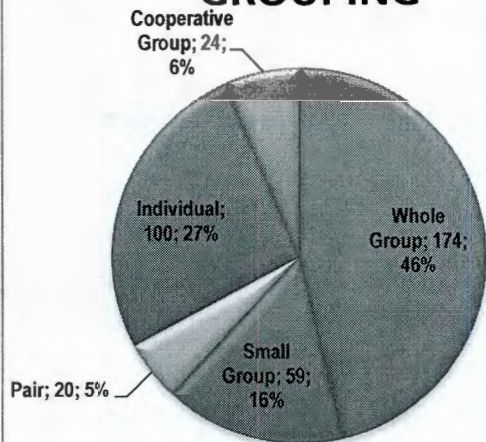
SEGMENT OF CLASS

In the graph to the left, we set out the parameters of the classroom experience through what we've observed. It details the frequency we visited each stage of the class.

CREATING THE ENVIRONMENT

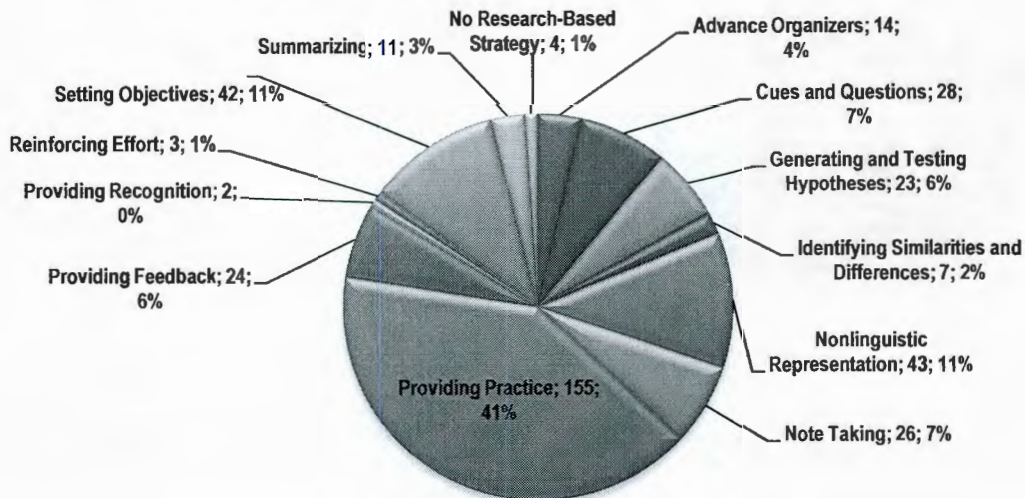
As a measure of productivity, we indicate in this graph what techniques or activities were used to set a tone for learning.

GROUPING



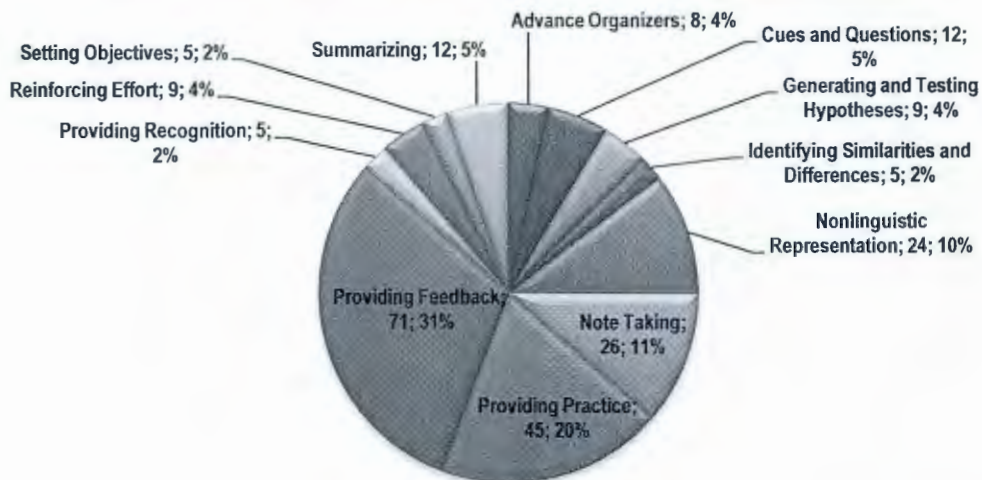
With this graph, we were a little disappointed teachers didn't put students into smaller groups more often. The whole faculty is aware of the benefits small groups provide in terms of learning and negotiating meaning.

PRIMARY INSTRUCTIONAL STRATEGIES



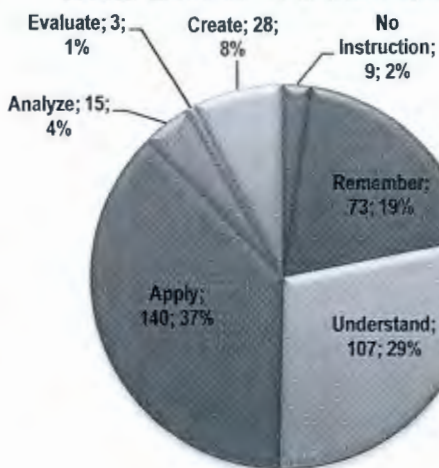
Here is a list of the teaching techniques we observed according to frequency. We are happy to see significant percentages of nonlinguistic representation and setting objectives, two ESL techniques discussed at length during faculty trainings. We also note here that only 4 times, 1%, was there no evidence of researched-based teaching strategies.

SECONDARY INSTRUCTIONAL STRATEGIES



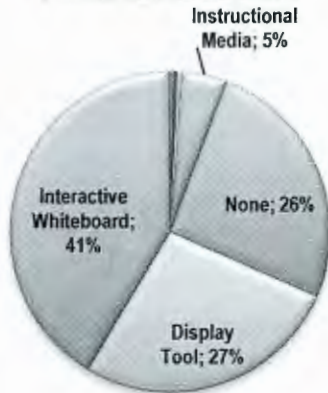
In this graph, we see the interactive nature of the OMI class experience. Students are practicing what they learned and teachers are providing feedback. We also are proud of the fact that class time is filled with a variety of techniques instead of a very few.

BLOOM'S TAXONOMY

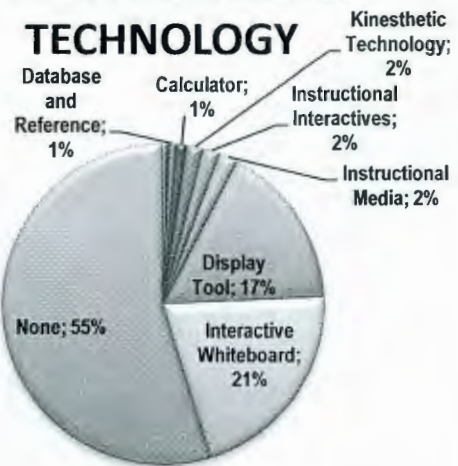


In this graph, we see that the majority of the activities students undertake apply to the lower levels of Bloom's Taxonomy. We hope that, with the change of standards to the common core, we adapt and place more value on higher-level thinking, particularly evaluating which is an important real-life skill.

TEACHER DIRECTED TECHNOLOGY

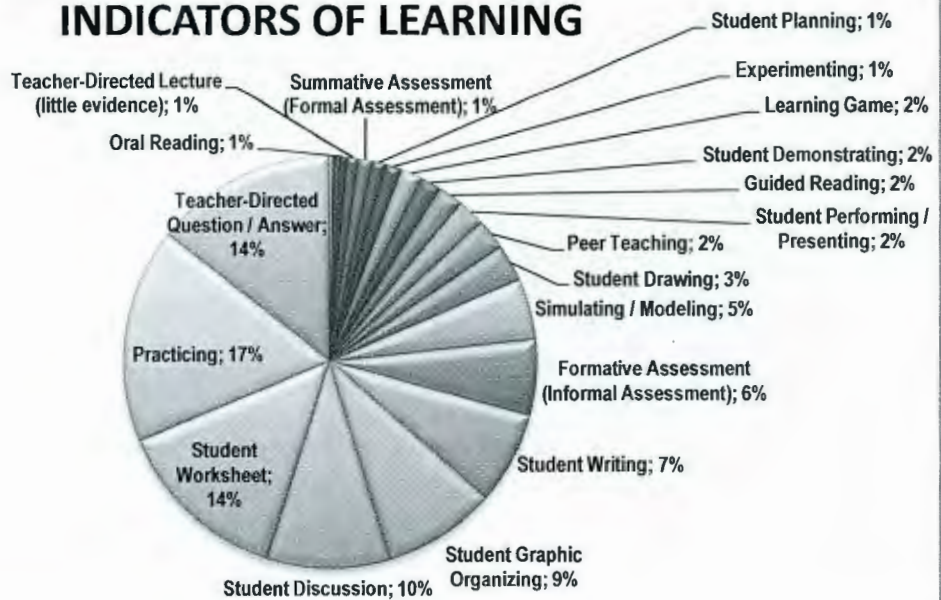


STUDENT-CENTERED TECHNOLOGY



As teaching evolves with changing society, the importance of technology in the classroom grows. In order for educators to teach students how to use technology, they need to be able to know how to use it as well. In the first graph we noticed that teachers, 26% of the time observed, were not using technology. Although this is significant, this has diminished significantly with time. We see in student-centered technology, that pupils are being exposed to a variety of technologies. Although we would like to see both of these graphs to correlate with each other, with time and the access of technology growing, we hope to see continued improvement.

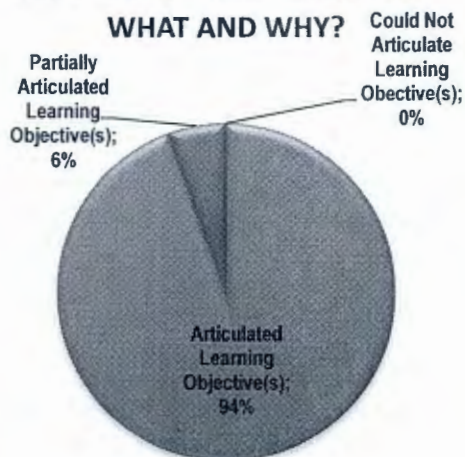
INDICATORS OF LEARNING



As we progress to the products of learning in this graph, we can see that teachers use a variety of formative assessments. This breaks up the monotony of traditional pen and paper tests and simulates the complex assortment of mediums one has to master when demonstrating skill and knowledge in professional life.

STUDENT INTERVIEW

WHAT AND WHY?



In one very clear piece of evidence about the effectiveness of our teaching, we see here that all students are able to articulate the learning objectives of their classes. Only 6% partially articulated the learning objective. This is a testament to the high-level of transparent teaching occurring in our classrooms.

Which are the strongest features of teaching and learning, and why?

Use of technology is strong, active learning is emphasized, use of military protocols is helpful, teacher buy in and enthusiasm are generally very strong, team meetings by grade levels and department are conducted regularly, and the summer school and academic support programs are helpful to students.

What aspects of teaching and learning most need improvement, and what action is being taken?

Academic support needs to be improved. Consistency of military protocols is also in need of improvement. Professional development needs to be more focused on bridging the achievement gap. Some individual classroom teachers are stronger or weaker than others, and the administration needs to strengthen its supports for struggling teachers.

6 How effective are the professional development opportunities provided to teachers and administrators?

		5	4	3	2	1		
Evaluation:	Excellent			x			Unsatisfactory	

How do you know?

Teachers are surveyed about this annually. The need for a professional learning community was identified as the first component of our action plan moving forward.

Which are the strongest features of professional development, and why?

Team meetings and department gatherings are very effective. The weeklong PD at the start of each school year is generally well received and focused on important topics.

How are professional development activities selected and evaluated?

The PD schedule is developed in consultation with the Curriculum Committee and schoolwide action plan.

What aspects of teaching and learning most need improvement, and what action is being taken?

Classroom management, use of the planner, lesson planning, effective use of the web sites for individual teachers, and using technology in a meaningful way. Most importantly, we need to identify more ways to bridge the achievement gaps and support all learners to achieve the new CCSS that are upon us.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

We collect LOTS of data on student achievement and do a fairly robust job of disaggregating and analyzing those data. We utilize OARS and assessments are built in throughout the school year. Interim assessments are a key component of the school's culture.

What are the strongest features of assessment?

Teachers discuss data on a regular basis and some teachers share those data with students in meaningful ways. Time is set aside for analysis of the data and group discussion of how the data can inform instruction. The use of OARS, Accelerate Reader ZPD data, the Math Diagnostic Testing Project from the UC system, the California Cadet Corps promotion testing online system, and the quarterly benchmarks are all areas of strength.

What aspects need improvement, and what action is being taken?

Parent understanding of the data is a weakness. The action plan calls for figuring out ways to better involve parents in the academic lives of their children. We celebrate assessment results fairly well. But need to do even more. In general, we need to continue to enhance how we use the data to target students who most need academic support, and align that support with the data and the classroom practice.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

The demographics of OMI closely mirror the Oakland demographic. Our special ed population exceeds the OUSD average.

What are the strongest aspects of efforts to a diverse student population?

The increase in Special Education enrollment

A strong admissions director

The OMI campus is a community center, viewed by the community as a place for gathering

We are racially very diverse, but not socioeconomically diverse. We are serving a primarily lower SES population.

What aspects need improvement, and what action is being taken?

We need to continue to enhance Special Education services to meet the increased demand. Our marketing needs to continue to help students and families understand the rigors of our program and be sure students and families are prepared for those expectations.

9 How effective is the leadership and management of the school??

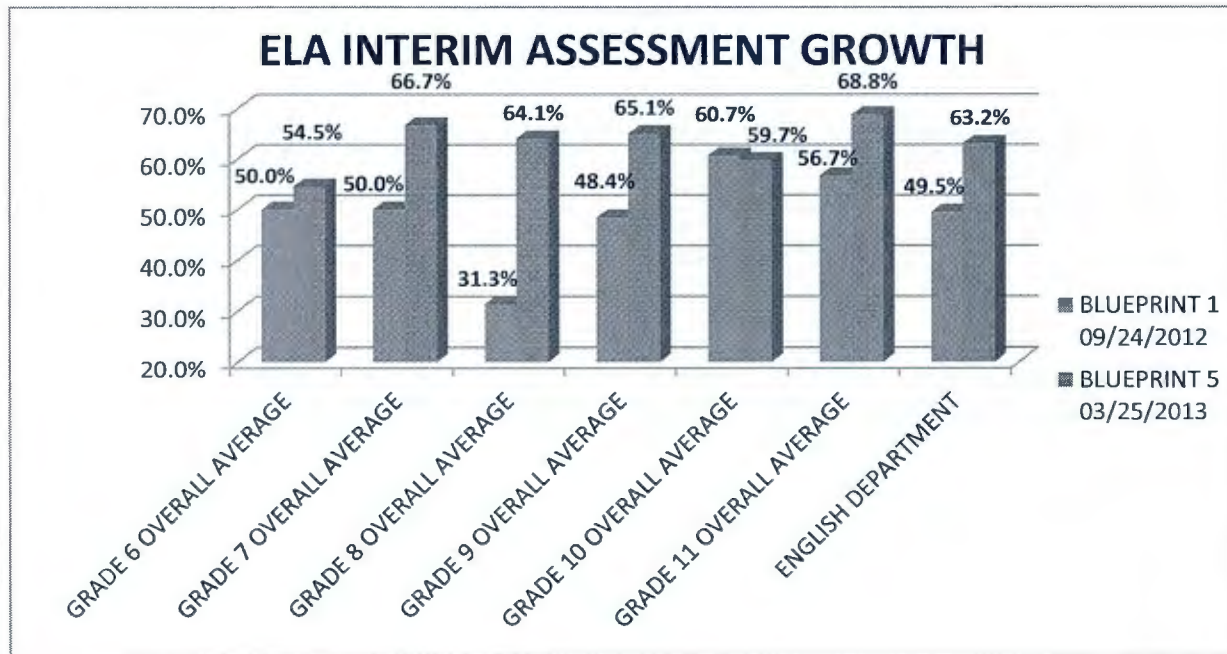
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

The school administration is exceptionally well qualified and works as a team. Multiple staff hold advanced degrees and administrative services credentials. The experience level of the school's management team is very strong and students, staff, and families report feeling very comfortable talking to school leaders. The management team works very hard to address the changing needs of the school community. The school's robust calendar and planner/handbook are a visible sign of the good order and management of the school.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

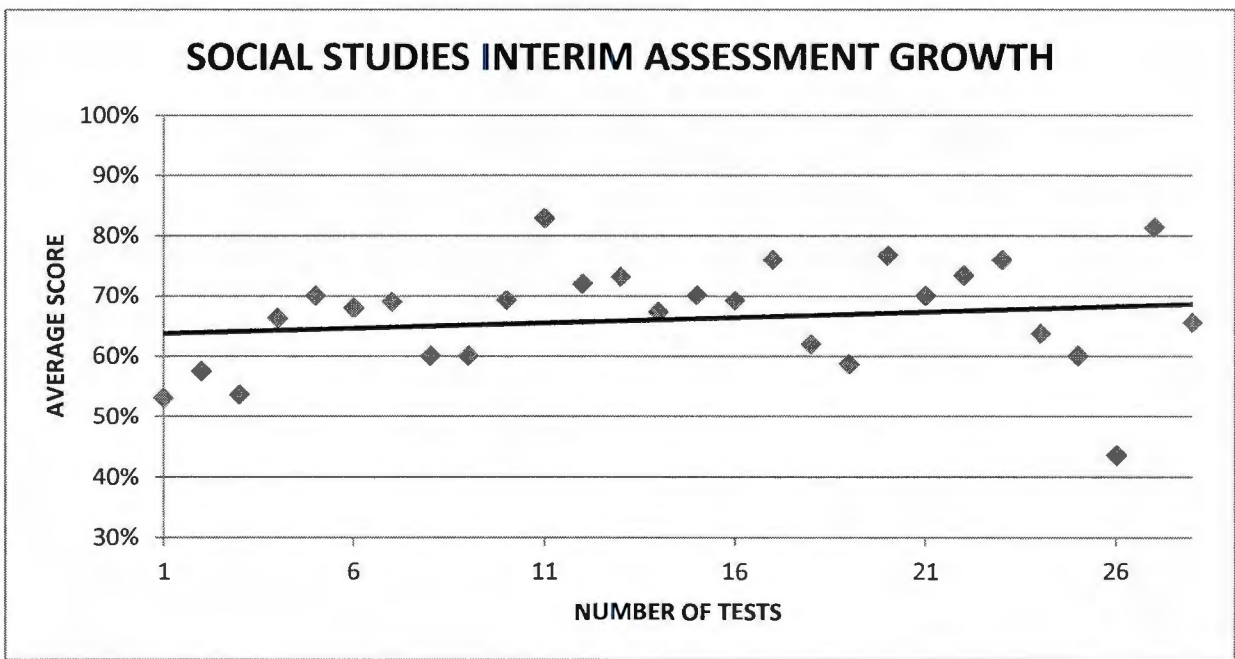
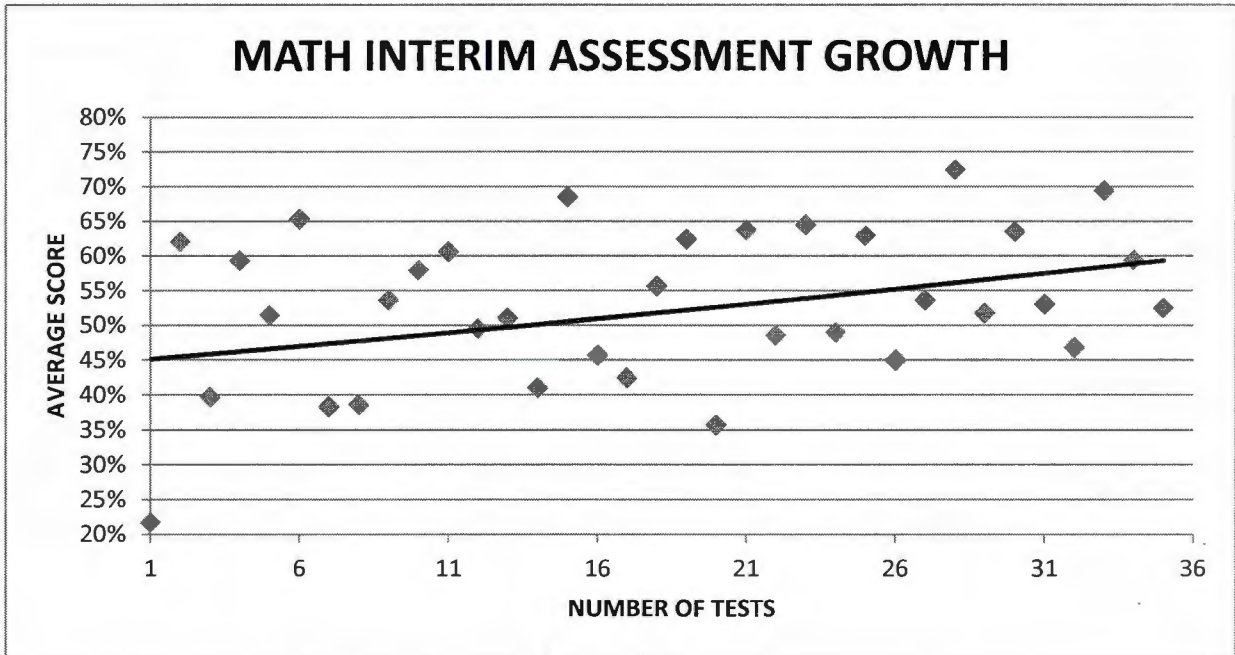
Walk throughs by school leaders occur regularly. Lesson plans are posted to the teacher web sites and checked by the school administration. School leaders closely monitor interim assessment data as well as the various other data shown in Chapter 1 of our WASC report. The school administration is very committed to using data in a meaningful way to improve the school.



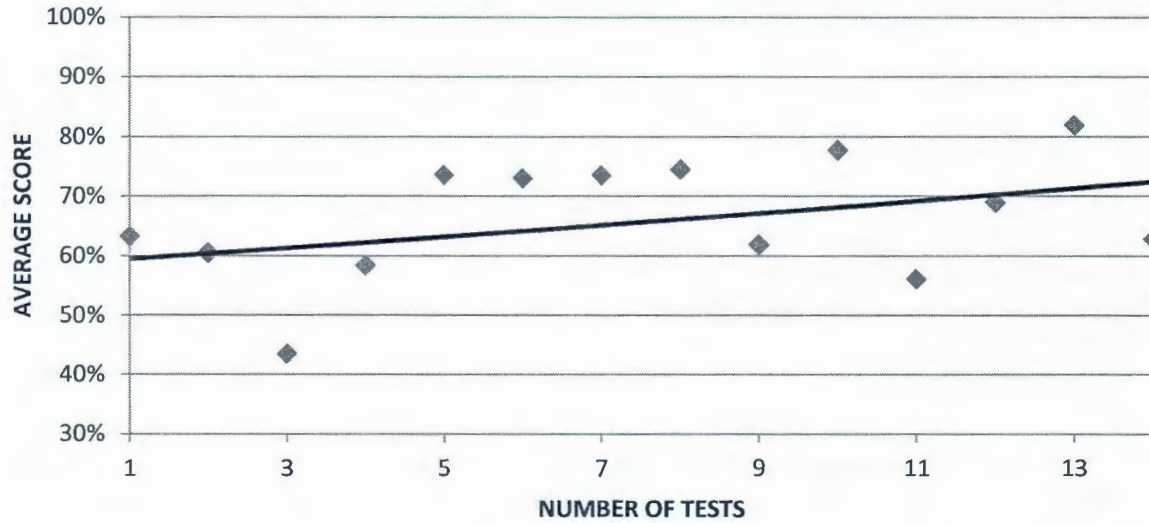
During the 2012-2013 academic year, the English department implemented a pilot interim assessment system in which students were given an exam similar to the CST twice, at the beginning of the year and a month before the CST towards the end of the year. Teachers were not allowed to go over the questions with their students in order to maintain its integrity. This exam was an exact reflection of the CST testing the same number of questions aligned to the same standards.

The other departments of the school did not implement an interim assessment system testing all standards at the beginning and the end of the year. They used a more incremental system assessing some of the standards after covering them in class. In order to demonstrate growth, we collected the average scores of these assessments by department and placed them chronologically on the graphs below. In theory, we believe that students, at least, in aggregate will show progress over time because they bring a greater range of prior knowledge to each subsequent assessment. Also, teachers who use these results will also improve their instruction. We used a trend line to average the scores to see if there was growth. The beginning of the trend line approximates the average score of a group of students at the beginning of the year; the end approximates the a group's average at the end of the year.

Although this data is circumstantial, it does demonstrate student growth when it comes to success answering independent and objective assessments. The more tests that are analyzed increases the reliability of the trend line.



SCIENCE INTERIM ASSESSMENT GROWTH



What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Personal meetings and counseling, including written documentation are used. Teacher coaches are assigned, including a newly created position of data coach. The school leadership team is held accountable to the board and founder for regular review and discussion of data and results.

Which aspects of leading and managing the academic performance of the school work best, and why?

The team works well together, has weekly meetings, and communicates effectively. There are weekly staff bulletins, weekly Grizzly News bulletins for families and students, and frequent emails and daily formation announcements.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

There is a need to more closely focus all efforts of administration. Basically the admin team feels overwhelmed and overworked. We all want to make more classroom visits and increase the greater sense of community in the broader school.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

Weekly parent bulletins, frequent phone calls home, the web sites by teachers, parent access to grades/attendance and discipline, progress reports every 3 weeks, significant interventions by school staff, parent service hours, new parent orientation, family BBQ/picnic, Parent Advisory Council, and Schoolsite Council, involvement of parents in sports programs, involvement of parents in IEPs ---- all of these are indicators of a strong effort by the school to communicate with families.

Which are the strongest features, and why?

Weekly parent bulletins, frequent phone calls home, the web sites by teachers, parent access to grades/attendance and discipline, progress reports every 3 weeks, significant interventions by school staff, parent service hours, new parent orientation, family BBQ/picnic, Parent Advisory Council, and Schoolsite Council, involvement of parents in sports programs, involvement of parents in IEPs ---- all of these are also ways we believe we have done a good job of communicating with and collaborating with parents.

What most needs improvement, and what action is being taken?

The biggest challenge is that communication is sometime one way and is not really collaboration. The school and parent leaders would like to see more parent collaboration, especially across all four domains of the school's pillars- academics, leadership, athletics, and citizenship. The level to which parent access and use information from the parent portal and web site needs enhancing. The level of engagement of families in the broader life of the school, including in Parent Advisory Council and Schoolsite Council is in need of improvement.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

The data in Chapter 1 of our WASC report shows how frequently we use data. We revise that chapter each year as a key component of our Single Plan for Student Achievement (SPSA).

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

There are frequent opportunities to review data and discuss its implications for teaching and learning and the school programmatic elements. At least twice a month, data discussions occur with small groups and/or the entire faculty. The OARS program is a fairly robust mechanism to warehouse the data and our half-time data coach focuses on this effort.

Describe how the school is training administrators and teachers to understand and use assessment data.

Annually as a whole staff, and individually through the data coach, staff are trained at the larger system of OARS as well as how to use it at the classroom level. The data coach is an expert at the system and very adept at training staff in its use.

To what extent are parents and students informed of student performance data individually and schoolwide?

The Schoolsite Council discusses data at least three times a year, parents receive progress reports every three weeks, parents and students have access to a portal to see grade books live, STAR results are discussed individually with parents and students, and benchmark data is discussed with students individually.

What most needs improvement, and what action is being taken?

Making sure parents really understand data continues to be a challenge. Helping students use their own data to be motivated and set goals is another big challenge. The hiring of the data coach was an important step in this regard.

12 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:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

We have a large percentage of students with disabilities and a very large staff (a full time administrator of SPED, two full time resource teachers, two full time teacher aides, two full time psychologists, and various other part time personnel). We have two full time ESL teachers and a part time ESL coordinator. Push in services are provided for all SPED students, and our very demanding EL reclassification standards have set a wonderfully high bar for students to achieve English proficiency.

Which are the strongest features, and why?

The SPED and EL programs are fully integrated into the larger life of the school and there is no stigma associated with involvement in either of those programs. Our SPED and EL staff are exceptionally well qualified and committed to ongoing student improvement.

The OMI staff feels that the levels of support provided, particularly to SPED students, is very strong and that there have been some very positive and notable improvements in student achievement within the SPED and EL communities during the term of this charter.

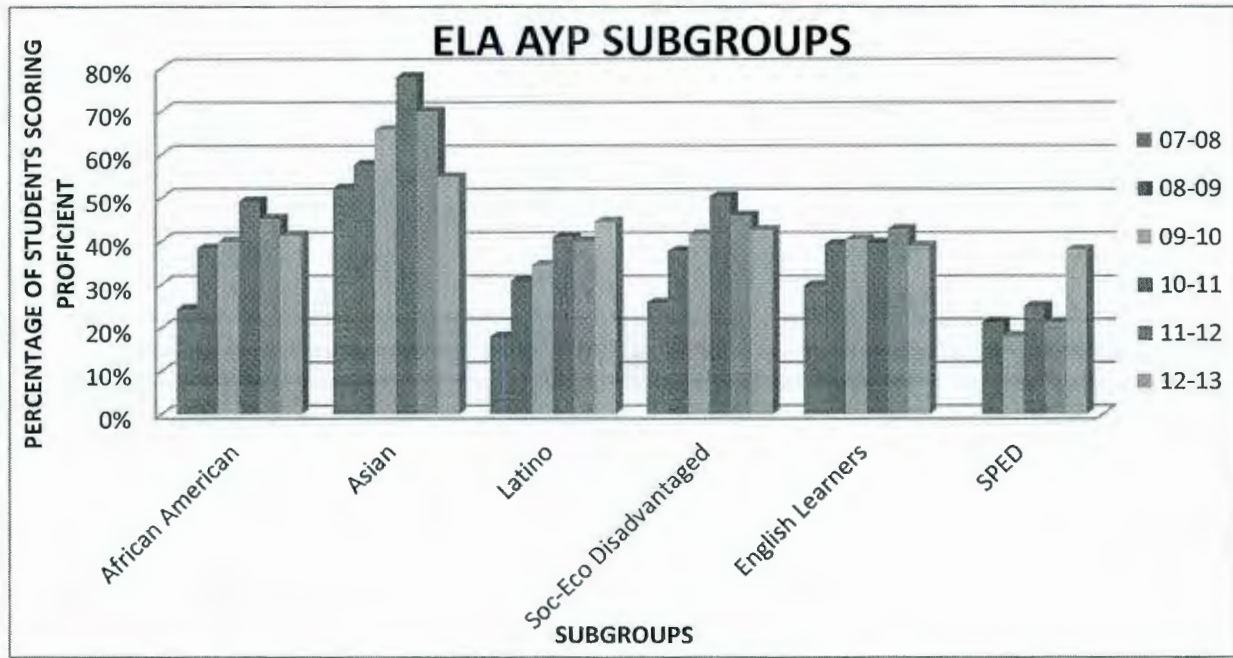
What most needs improvement, and what action is being taken?

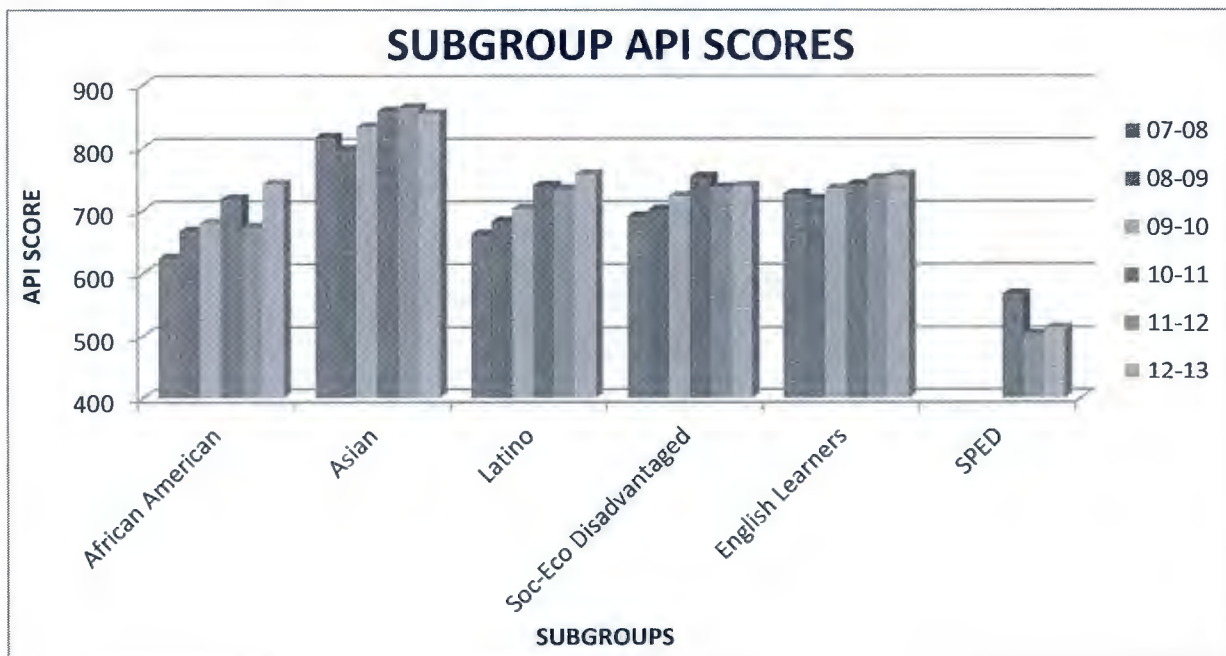
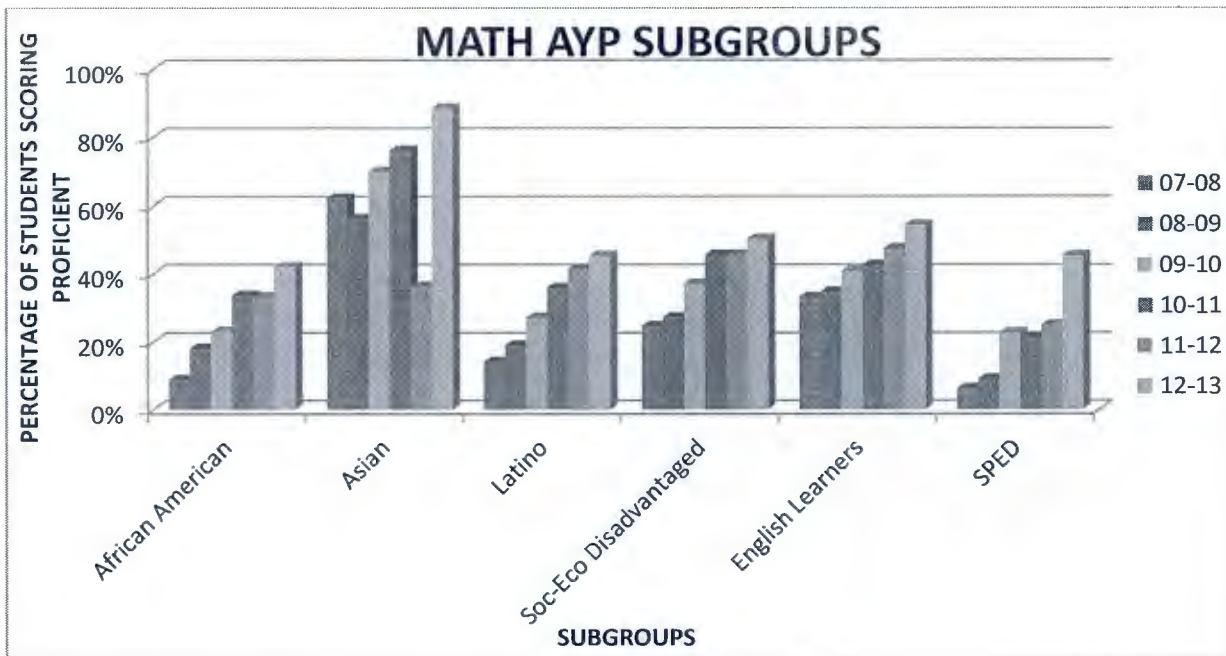
The academic performance of both SPED and EL students requires significant improvement. We also still struggle with parents not wanting to identify their children as SPED in the application process for fear they will be denied admission. We have worked hard to dispel that absolute myth but many parents refrain from telling us of their child's IEP or 504 status until well into the academic year.

13 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.

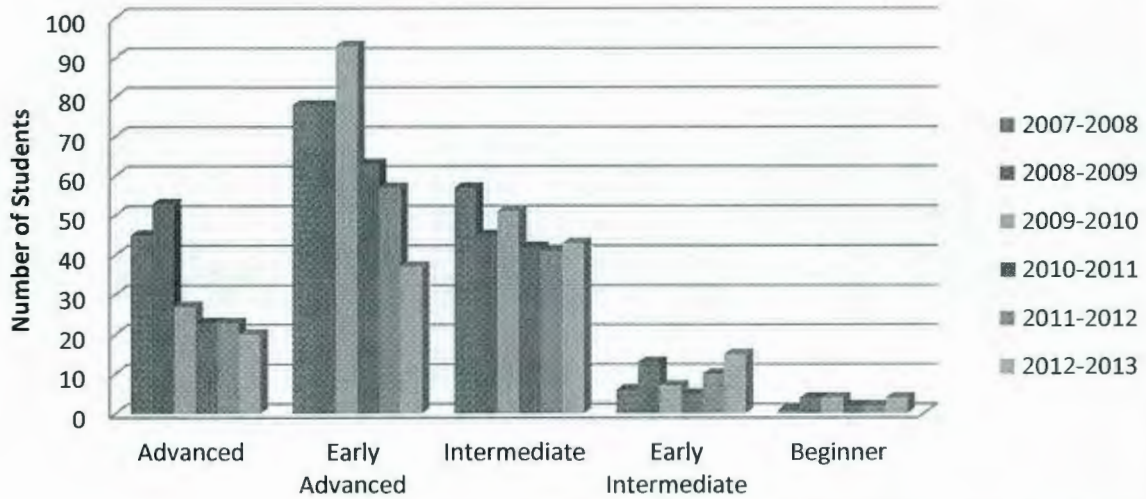
	5	4	3	2	1	
Evaluation:		x				Unsatisfactory
How do you know?						

CELDT data is very indicative of this; IEP compliance rates are always at or near 100% and IEPs are followed to the letter. Progress report grades, CST scores, and interim assessment scores, as well as the wealth of other data in Chapter 1 of our WASC report point to the effectiveness of these efforts.





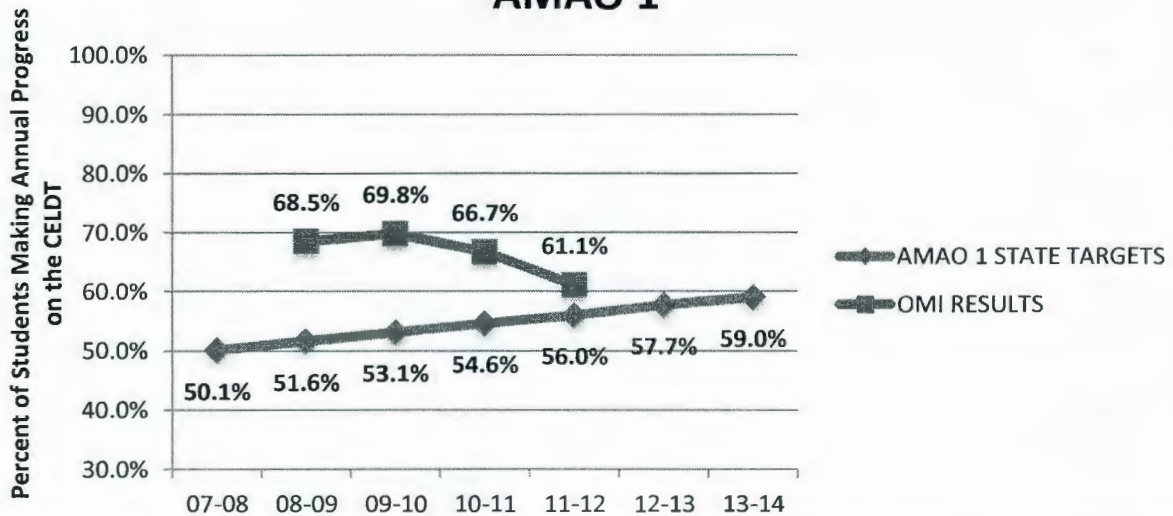
CELDT PERFORMANCE LEVEL TRENDS



AMAO OBJECTIVES	Met in 2007-2008?	Met in 2008-2009?	Met in 2009-2010?	Met in 2010-2011?	Met in 2011-2012?	Met in 2012-2013?
AMAO 1-Percent of Students Making Annual Progress on the CELDT	No*	Yes	Yes	Yes	Yes	

*-During this year, OMI did not meet its target due to a reporting issue that prevented the release of students' scores to the state.

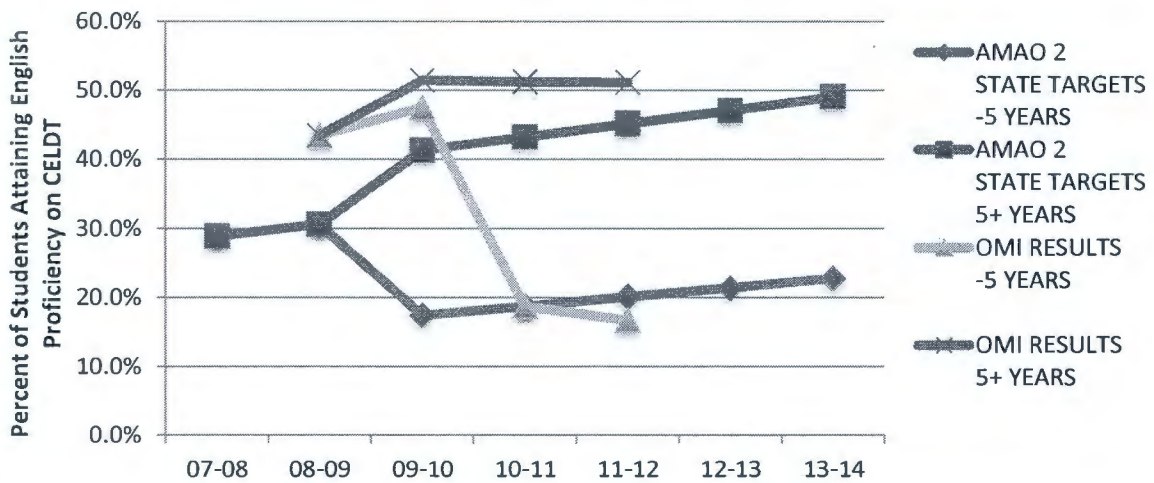
TARGETS vs. RESULTS AMAO 1



AMAO OBJECTIVES	Met in 2007-2008?	Met in 2008-2009?	Met in 2009-2010?	Met in 2010-2011?	Met in 2011-2012?	Met in 2012-2013?
AMAO 2-Percent of Students Attaining English Proficiency on CELDT (Less than 5 years)	No ¹	Yes	Yes	Yes	Yes	
AMAO 2-Percent of Students Attaining English Proficiency on CELDT (5 or more years)	No ¹	Yes	Yes ²	Yes ²	Yes	

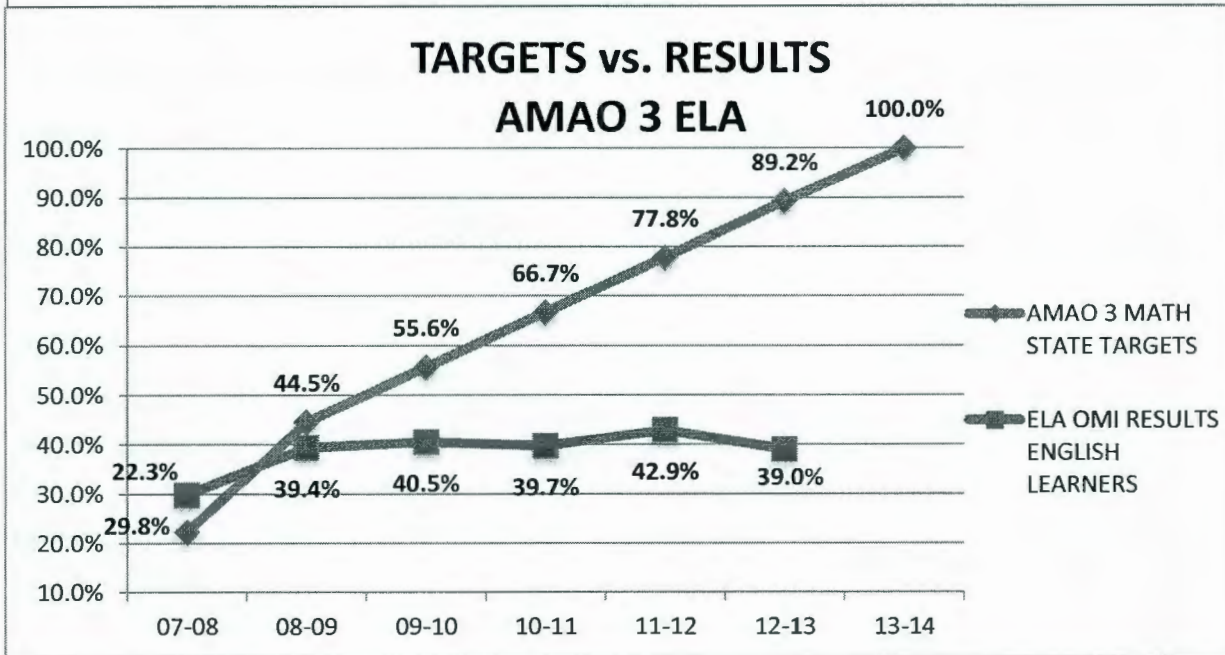
1. During this year, OMI did not meet its target due to a reporting issue that prevented the release of students' scores to the state.
2. Because of the low number of students in this category, we achieved our target according to the confidence interval.

TARGETS vs, RESULTS AMAO 2



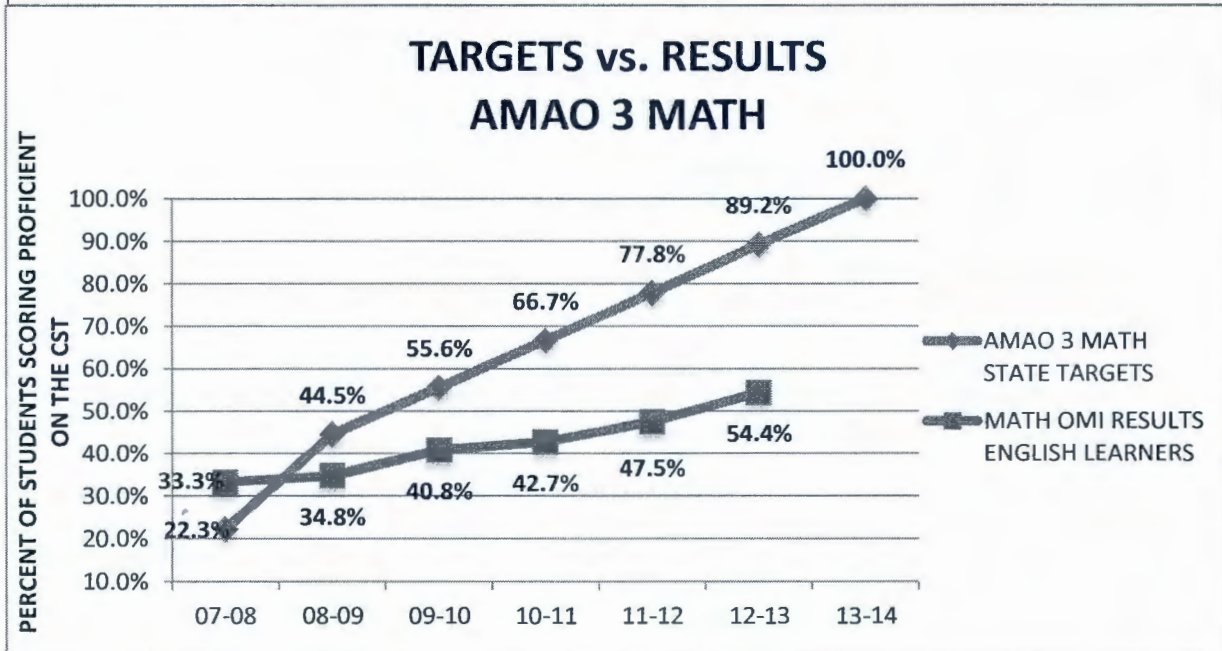
AMAO OBJECTIVES	Met in 2007-2008?	Met in 2008-2009?	Met in 2009-2010?	Met in 2010-2011?	Met in 2011-2012?	Met in 2012-2013?
AMAO 3- Adequate Yearly Progress for English Learner Subgroup at the LEA Level on the CST (ELA)	Yes	No	No	No	Yes*	No

*-OMI reached its target due to safe harbor, demonstrating substantial improvement from the preceding year.



AMAO OBJECTIVES	Met in 2007-2008?	Met in 2008-2009?	Met in 2009-2010?	Met in 2010-2011?	Met in 2011-2012?	Met in 2012-2013?
AMAO 3- Adequate Yearly Progress for English Learner Subgroup at the LEA Level on the CST (MATH)	Yes	No	Yes*	No	Yes*	

*-OMI reached its target due to safe harbor, demonstrating substantial improvement from the preceding year.



We also know that we have very high standards for student achievement and do not set artificially low bars for student achievement in SPED and EL programs.

Which are the strongest features, and why?

The new and improved honors programs have been a very positive change. Students needing remediation get after school academic support and the EL and SPED students receive all of the interventions noted in our WASC report.

The single biggest positive factor in this regard is a highly qualified and caring staff that support students, are well respected, and work tirelessly to support the achievement of students.

Another big positive is the involvement of all students in our leadership, citizenship, and athletic domains. Those unique factors in our school are places many of these students with special needs flourish.

What most needs improvement, and what action is being taken?

The academic achievement of SPED and EL students remains a concern. We also need to enhance our Academic Support programs to make sure they really are addressing student needs and enhancing targeted areas for growth. We also need to help empower parents as partners in all of those student groups.

14 How effective is the governing board of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

OMI has an extremely well qualified board that is VERY ENGAGED with the broader school. They take their governance role very seriously. They have excellent attendance at monthly board meetings, attend an annual retreat that focuses on the school's mission and/or one or more components of that mission and the long range planning necessary to make that mission a reality.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

The founder and Adjutant General recommend members as do current board members. The board reviews resumes and interviews prospective board members. The resumes of current board members are included on the OMI web site.

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.

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

1. Recruiting, hiring, and evaluating the Superintendent;
2. Financial and operational management of OMI;
3. Adoption of OMI's annual financial budget;
4. Overseeing receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act;
5. Overseeing solicitation and receipt of grants and donations to OMI;
6. Developing and implementing Personnel policies and procedures and employee disciplinary matters;
7. Approval of hiring and dismissal recommendations made by the Superintendent;
8. Approval of contracts with outside entities or persons;
9. Financial audit oversight;
10. Relations with the chartering entity;
11. All matters related to charter approval, amendment, or revocation; and
12. Defend OMI from any adverse legal actions.

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

The board is currently working on a long term facilities plan and capital fund raising effort to make that plan a reality.

What are the notable features of the governing board in the school?

The board has a diverse skill set and is exceptionally well qualified. The board chair has decades of board leadership experience and the board meetings are very transparent, well run and efficient, and focused on the important role of governance rather than management.

How effectively does the governing board work with the school leader/s?

The board works very well with the school's leadership team. The board is divided into six action teams (finance, operations, academics, long range planning, human resources, and military activities) who partner with appropriate school staff to review key elements of school operations and bring those to the full board.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

There is a Schoolsite Council that meets 9-10 times a year and has parents, students, teachers, and community members on it. Staff, parents, and students also address the school's governing board as desired. The school's Parent Advisory Council and Cadet Activities Board are also important ways for school constituents to give input to the school. The Superintendent also does quarterly open forums with students to express their views and concerns.

Which are the strongest features, and why?

The weekly newsletters are important means for the school to reach out to constituents to tell them about the school's desire to involve them in the governance of the school. The SSC is a fairly successful effort, with about 30 people showing up regularly to those meetings (equally split between parents, staff, and students).

The weekly admin team meetings are an important voice for school decision making, and the monthly governing board meetings are very open and transparent.

What most needs improvement, and what action is being taken?

We need to continue to enhance the involvement of all stakeholders in the SSC as well as increase the involvement of parents on the Parent Advisory Council. Communication is a two way street and OMI makes valiant efforts to communicate with stakeholders, not all of whom are paying attention to those methods. That being said, OMI needs to continue to figure out ways to enhance that communication and empower stakeholders with a desire to use that information to get involved in the broader life of the school.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

All audits have been clean, there is a strong financial reserve, the school is in legal compliance and has not been the subject of any law suits during this chartering period, and the school is paying its bills in a timely manner.

Which are the strongest features, and why?

All audits have been clean, there is a strong financial reserve, the school is in legal compliance and has not been the subject of any law suits during this chartering period, and the school is paying its bills in a timely manner.

What most needs improvement, and what action is being taken?

The school's long range financial plan to pay for the facilities master plan is in need to further development, but is in process.

17 How effectively is the school managed fiscally?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

All bills are being paid on time and there is a solid reserve with no audit findings. There is very strong board oversight of finances, and the school's credit rating is superior.

Which aspects of the school's fiscal operations work best?

All bills are being paid on time and there is a solid reserve with no audit findings. There is very strong board oversight of finances, and the school's credit rating is superior.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The school is transitioning to EdTech for financial accounting software and that transition should help fiscal operations and monitoring. The current system requires far too much manual entry and analysis.

18 What are the most significant aids and/or barriers to raising student achievement?

- OMI needs to look at ways to increase effective intervention for low performing students.
- Incorporating technology, especially with the advent of Common Core and the Smarter Balanced Assessment Consortium is an ongoing challenge.
- Integrating the military framework into the entire school community
- Helping students with goal setting and executive function skills
- The bigger enrollment has helped with the financial bottom line, but created other challenges in terms of class size
- The fact that OMI is non-residential means students are not fully immersed in the OMI Experience 24/7 which means they come back each morning and don't necessarily have the OMI culture reinforced at home and in the community
- Enhanced parental involvement in all four pillars remains a goal
- Identifying ways to better motivate reticent learners
- We need to better meet the needs of Special Ed, English Learners, African American students, and honors students
- Retention of quality students remains a goal

Charter Renewal Data Document

Name of school: Oakland Military Institute			Name of School Leader: Dr. Mark Ryan		
Financial Information			Year	2013-2014	
Total Operational Budget	\$6,922,797	Per Student Revenue		\$6,922,797	
Total Expenditure	\$6,876,628	Expenditure Per Student		\$9575	
Balance brought forward from previous year	\$1,049,799	Projected balance carried forward to next year		\$1,097,827	
Special Populations	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percentage of students receiving <i>free/reduced lunch</i>	80	81	83	81	79
Percentage of ELL students	24	22	24	21	23
Number of students with special educational needs	29	38	64	89	71
Pupil mobility in the school in prior year				Number of students	
Students who joined the school other than at the usual time of first admission				169	
Students who left the school other than at the usual time of leaving (excluding expulsions)				84	
Attendance for current and prior year				% Attendance	
School data				95%	95%
Background of students 2012-2013	Percent of Students	Discipline - prior school year (12-13)		Suspension # of incidents	Expulsion # of incidents
African-American	14%	African-American		17	2
Asian/Pacific Islander	11%	Asian/Pacific Islander		7	
Hispanic	12%	Hispanic		21	2
White	1%	White		4	1
Mixed/ No Response	52%	Mixed/ No Response		41	4
ELL	23%	ELL		13	0
SPED	11%	SPED		14	0
Gender (male/female)	61%/39%	Gender (male/female)		88/20	8/1
Homeless Students	3%	Homeless Students		1	0
Lottery/Waitlist Information – OMI has not held a lottery during this charter period; we have accepted 100% of applicants					

<i>Graduation Information</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Graduation Rate	98%	98%	100%	100%	100%
Retention Rate (% of graduates enrolled since grade 9)	68%	64%	66%	67%	63%
<i>Post Graduation Plans</i>					
% attending 4-year college	71%	72%	69%	73%	72%
% attending 2-year college	27%	22%	28%	22%	22%
% attending vocational/technical training	1%	6%	1%	1%	6%
% joined military	1%	0%	2%	4%	0%
% working exclusively	0%	0%	0%	0%	0%

<i>Teacher Recruitment/Retention</i>					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total # of Teachers	30	31	34	32	32
% New Hires	10	14	30	19	16
% Retained from Prior Year	90	86	70	81	84
Total number of vacant teaching posts currently (FTE); 0					

AYP/API/CST/CAHSEE – See Chapter 1 of WASC report(Attached at end of this report)

<i>Measurable Pupil Outcomes</i>		
MPO #	Measurable Pupil Outcome	Results
1	+ or > OUSD comparison group on standardized tests	OUSD has not consistently provided a comparison group, but when compared to the school provided three years ago by the OUSD charter office, OMI consistently outperforms those schools
2	API of 750	Met (current API = 770)
3	State and Similar schools rank	Met (currently 5 similar schools and 5 statewide)
4	College Going Rate	95% or more go to two or four year colleges, with approx. 70% going to 4 year colleges
5	UC/CSU college eligibility	More than 75% of students who graduate from OMI are eligible for admission to CSU and UC and private colleges and universities
6	AP/Community College course completion rates	OMI is offering Berkeley City College courses on the OMI campus during the school day and summer. 46 students took advantage of this program last year, earning a total of 506 college credits between the; OMI's Spanish AP pass rates remain high; English and Calculus rates remain low
7	Student satisfaction rates	Annual student surveys reveal 99% of students satisfied or highly satisfied with the quality of education they receive at OMI
8	Family Satisfaction rates	Annual family surveys reveal 98% of students satisfied or highly satisfied with the quality of education they receive at OMI
9	CST Proficiency Rates for those at OMI 3+ years will be 50%	On ALL CSTs, those students at OMI three or more years score proficient at rates far beyond the 50% goal
10	CAHSEE	More than 80% pass on their first attempt in 10 th grade and 100% pass prior to graduation
11	Eligibility for UC/CSU	More than 75% are eligible (target met)
12	EL proficiency up one level per year	Target met by at least 80% of OMI EL students
13	IIEP goals being met	No OUSD comparison group but more than 95% met during the 2012-2013 school year and we have a 100% compliance rating from the CDE in SPED
14	Fitnessgram	No OUSD comparison group provided by more than 85% of students meet 5 or 6 of the six HFZ goals
15	Attendance rate	OMI exceeds 95% attendance rates annually, no OUSD comparison group data
16	Dropout rate	No OUSD comparison group provided; OMI dropout can be counted on one hand during the term of the charter

Statutory Renewal Threshold	
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Yes
Did school attain API Growth Target in two of last three years?	Yes
Did school attain API Growth Target in the aggregate of the prior three years?	Yes
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Yes
Is the school ranked 4 or higher on API in two of last three years?	Yes
3. API Similar Schools Rank:	
Is the school ranked a 4 or higher on API Similar Schools in prior year?	Yes
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Yes
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Yes

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSS FACILITIES	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	Y
If applicable is your current lease still valid?	Y
Do they extend through the end of your requested charter term (2012-2017)?	Y
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> • 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 	
<p>Describe the condition of your current facility.</p> <p>OMI operates on a small campus that is leased long term from the Oakland Unified School District. The current lease term is 15 years with two ten-year renewal options, expiring in 2048. It was a former elementary school, designed for 280 students. Currently OMI serves in excess of 700 students in that space. The OMI campus is a very safe and clean place. School staff does an excellent job of maintaining a safe and clean environment for the members of the school community. Though occasionally graffiti appears on the inside of campus, it is cleaned quickly. Graffiti on the exterior of campus is a common occurrence but it is likewise removed as soon as it is noticed. The students generally take excellent care of their campus and though some trash can be found on campus at times, students assume responsibility for cleaning the campus daily within their company “color day” duties (each company takes one day a week of responsibility for campus tasks such as clean up, flag detail, cafeteria duty, hallways patrol, etc).</p> <p>The small 2.9 acre campus is very cramped, but the staff and students make excellent use of the limited space. Literally every available space is used to its maximum potential. There are 20 classrooms in the school’s main buildings, a variety of offices, eight installed portables on the west end of campus, six new military science classrooms on the southwest corner of campus, and the new building opened in the fall of 2012 (described below).</p> <p>OMI expanded the campus in the fall of 2012 with the completion of a 15,000 square foot addition that houses a library, computer lab, virtual learning center, four sixth grade classrooms, a physical science lab, a life science lab, an art classroom, and a music classroom, in addition to student and staff restrooms.</p>	

The library currently houses about 14,000 volumes of fiction and about 3,000 volumes of nonfiction and reference materials. In addition, there is space in the library for textbook storage and tables for students to study individually and in small groups.

The computer lab adjacent to the library contains 35 Hewlett Packard personal computers and network printer and a Virtual Learning Center on the opposite end of the library complex houses 35 ipad computers as well as ten laptop carts with 20 laptops apiece that are used in classrooms on an as-needed basis.

In the fall of 2013, the campus opened a 9,000 square foot classroom structure to replace dilapidated military science (Leaders of Character and Physical Education) classrooms. Four old classrooms were replaced with six state of the art classrooms for military companies as well as a new Regimental Headquarters and cadet leadership lounge for cadet non-commissioned officers and cadet officers (with lockers and recreational equipment).

The school uses Coast Guard Island for all home interscholastic athletic events and many practices. A plan is in the works to construct a gymnasium and additional two-story eight-classroom structure in the space currently occupied by an outdoor Sportcourt and eight portable classrooms and portable restroom. The current athletic facilities include Leaders' Field, an artificial turf field of 150 feet x 150 feet, and a multi-game outdoor Sportcourt for basketball, volleyball, and other outdoor games.

OMI has a small kitchen with space for refrigeration and dry storage as well as a small stove and oven. There is a stage adjacent to a multi-purpose room known as Regimental Hall in which students eat breakfast and lunch and that is used for some classes (like drama) and school assemblies and occasional dances and student or parent social activities.

OMI also leases a duplex across the street from the school campus that houses the admissions office, student data manager's office, campus security office, and business office functions (Director of Business Services, Accounts Payable and Receivable, and Human Resources Director).

OMI has both short- and long-term maintenance plans and a deferred maintenance schedule. The facility is cleaned by a contracted company (all Ways Green Services) each school day and there is a full time Plant Manager to handle minor repairs and to manage the facility maintenance systems.

Discuss the key challenges or risks that you see for your school in the next five year period. Describe what you are doing or plan to do to address each of the major challenges that you have identified.

The school has an action plan as part of its WASC process that outlines the action plan for the five years of the charter renewal.

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 (2012-2017).

n/a

As applicable: Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process.

- 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).

OMI does not view any of the revisions to its existing charter as material revisions.

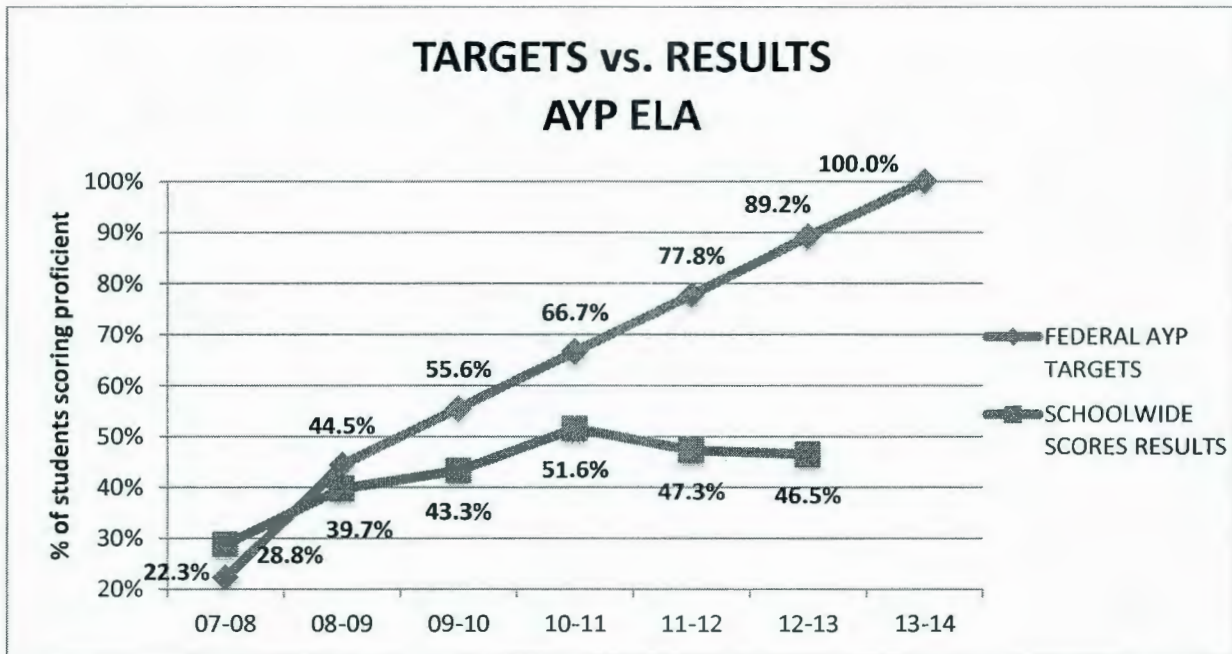
AYP AND PROGRAM IMPROVEMENT –

Although OMI has met most of the AYP federal mandates since its last accreditation, it has not met all of them. As each year goes by, the targets mandated by the federal government leap significantly higher until all students in all demographics are supposed to score proficient in 2013-2014. Although this is a noble goal, realistically, we expect improvement to occur on a more gradual scale. This year, 2013-2014, we are in Program Improvement Year 4. The following chart summarizes the AYP Criteria for the past six years and OMI's status for each criterion:

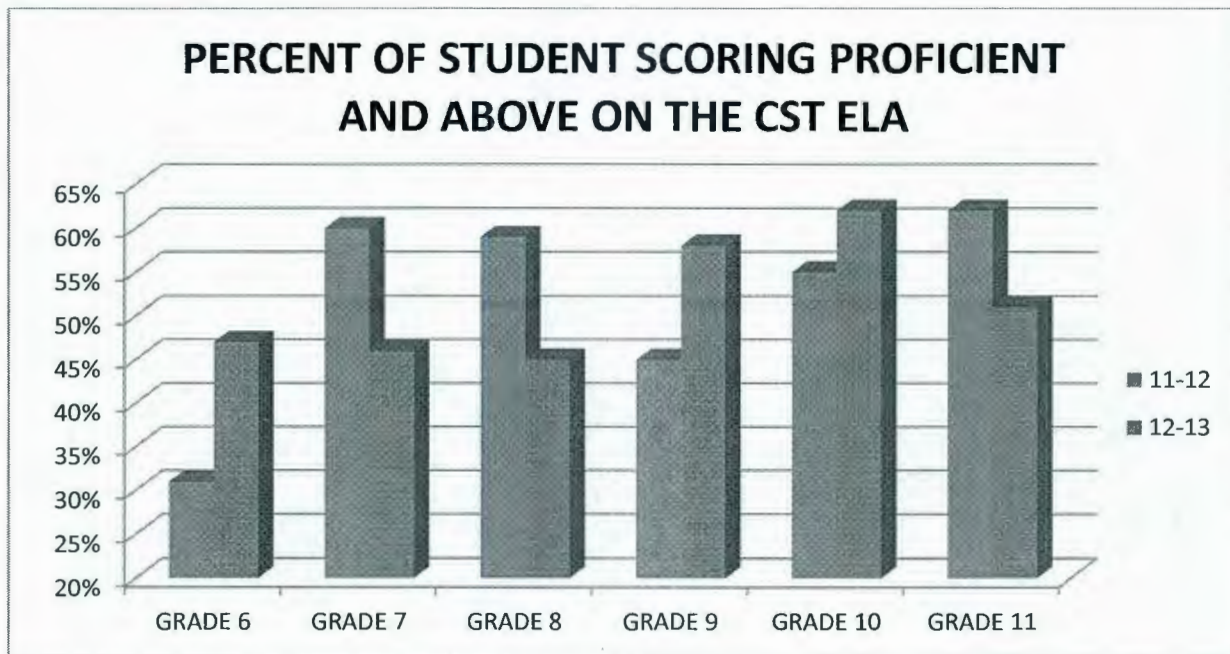
Criteria	Met in 2007- 2008?	Met in 2008- 2009?	Met in 2009- 2010?	Met in 2010- 2011?	Met in 2011- 2012?	Met in 2012- 2013?
1. English % tested schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
2. English % tested African-American	Yes	Yes	Yes	Yes	Yes	Yes
3. English % tested Asian	Yes	Yes	Yes	Yes	Yes	Yes
4. English % tested Hispanic	Yes	Yes	Yes	Yes	Yes	Yes
5. English % tested Low SES	Yes	Yes	Yes	Yes	Yes	Yes
6. English % tested Eng Learners	Yes	Yes	Yes	Yes	Yes	Yes
7. Math % tested schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
8. Math % tested African-American	Yes	Yes	Yes	Yes	Yes	Yes
9. Math % tested Asian	Yes	Yes	Yes	Yes	Yes	Yes
10. Math % tested Hispanic	Yes	Yes	Yes	Yes	Yes	Yes
11. Math % tested Low SES	Yes	Yes	Yes	Yes	Yes	Yes
12. Math % tested Eng Learners	Yes	Yes	Yes	Yes	Yes	Yes
13. Math % tested schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
14. English proficiency schoolwide	Yes	Yes	Yes	Yes	No	No
15. English proficiency African-American	Yes	Yes	Yes	Yes	No	No
16. English proficiency Asian	Yes	Yes	Yes	Yes	No	No
17. English proficiency Hispanic	Yes	Yes	Yes	Yes	No	Yes
18. English proficiency Low SES	Yes	Yes	Yes	Yes	No	No
19. English proficiency Eng Learners	Yes	No	No	No	Yes	No
20. Math proficiency schoolwide	Yes	Yes	Yes	Yes	No	Yes
21. Math proficiency African-American	Yes	Yes	Yes	Yes	No	Yes
22. Math proficiency Asian	Yes	Yes	Yes	Yes	No	Yes
23. Math proficiency Hispanic	Yes	Yes	Yes	Yes	No	Yes
24. Math proficiency Low SES	Yes	Yes	Yes	Yes	No	Yes
25. Math proficiency Eng Learners	Yes	No	Yes	No	Yes	Yes
26. API Criteria	Yes	Yes	Yes	Yes	Yes	Yes
Program Improvement?	No	No	Yr 1	Yr 2	Yr 3	Yr 4

OMI currently does not have any "outside intervention" requirements (corrective action plan, alternate governance plan, joint intervention agreement, etc).

In the graphs below, the results for AYP English results are disaggregated.

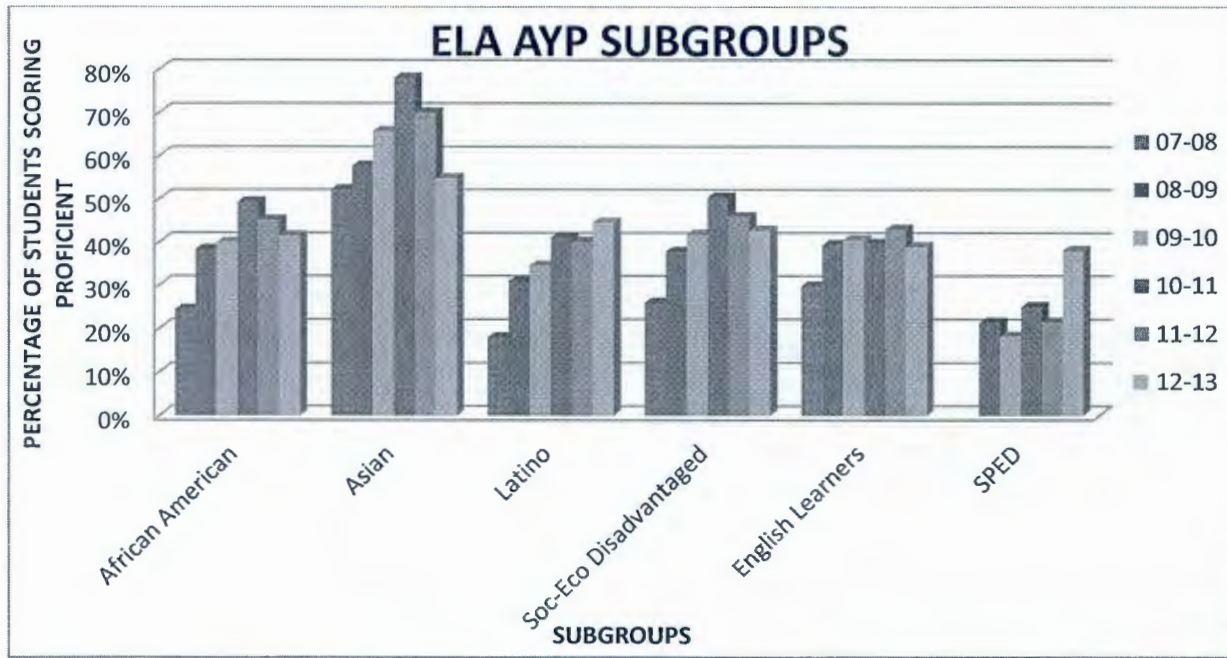


English scores were steadily improving until the 2011-2012 academic year. In the last 2 years, the amount of students scoring proficient has declined. There are multiple possible causes we can attribute this to.



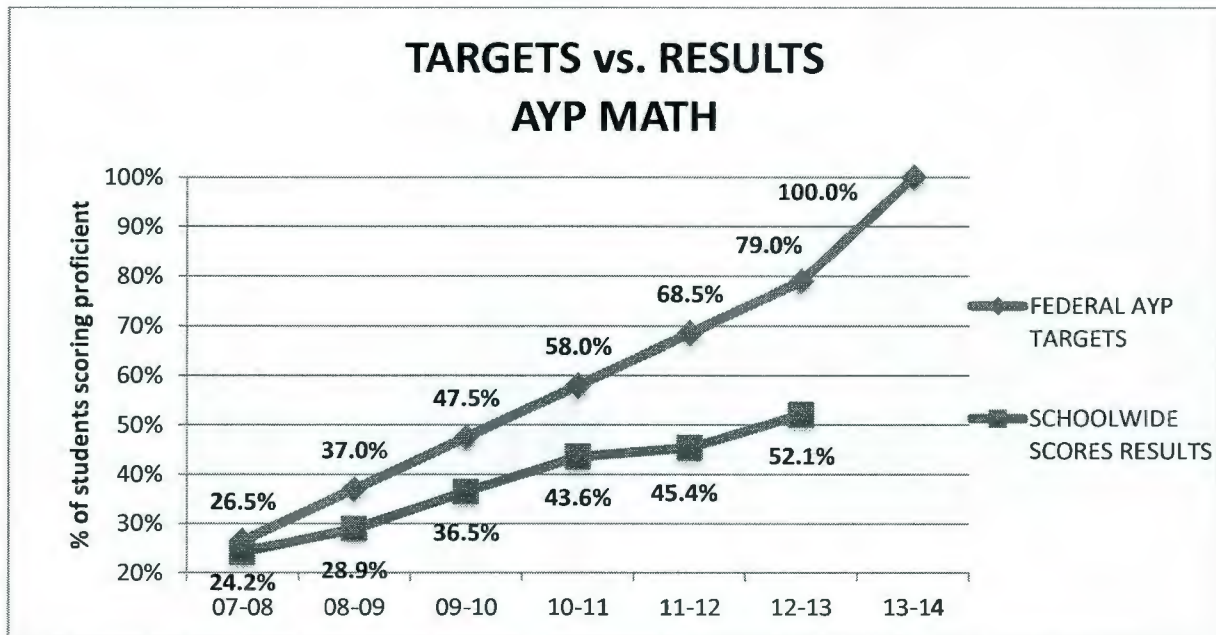
A cause for the down turn in 2011-2012 was our incoming sixth grade scores. They were the lowest that year at 31%. We had unforeseen changes in 6th grade which caused an environment of instability that affected our youngest class. However, we see here in 2012-2013 that there was significant improvement upon those scores. Last year, we also saw declines in the 7th, 8th, and 11th grades. However, this graph can be deceptive because each bar represents a different group

of students under the same grade. We assert that, to find the true effectiveness of an educational program, you have to measure how students have grown, not by comparing two different groups side by side. We try to demonstrate this in subsequent data.

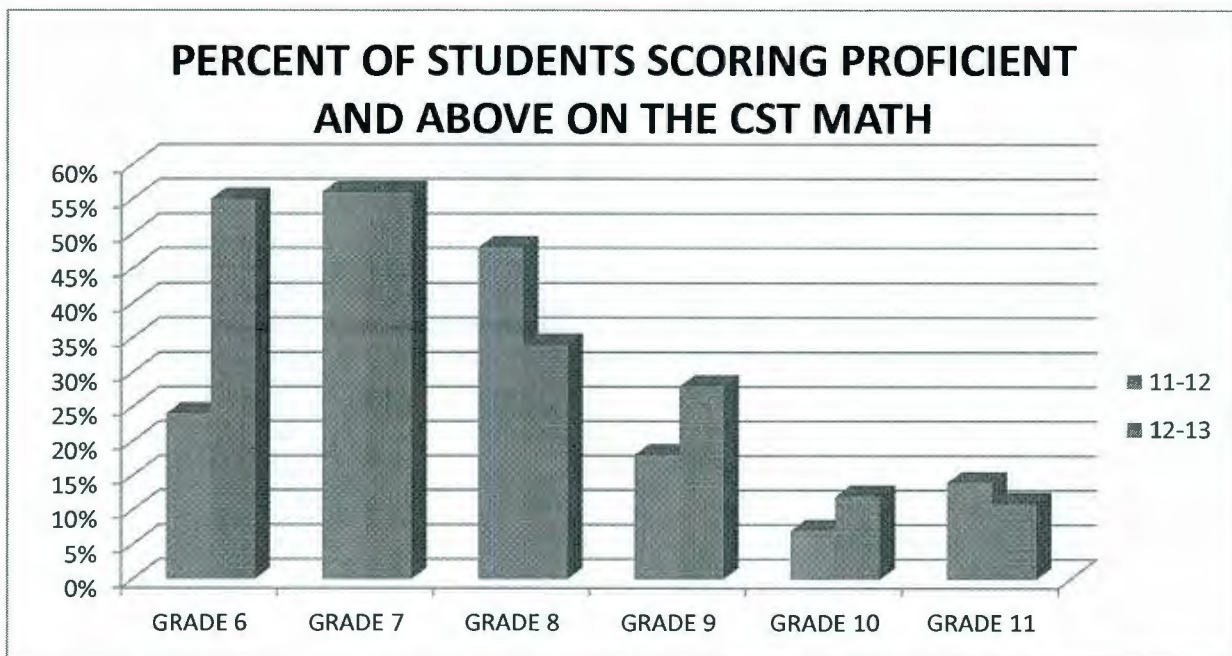


The Asian subgroup has declined significantly in the past two years. We believe that this demographic is changing. The Chinese population, students who tended to score well on the CST, has reduced in size. By looking at this subgroup data, we have determined that the decline in these scores can only be partially attributed to newcomers or English learners; EL students improved their scores in 2011-2012 and only declined 3.9% last year. We assume that the majority of the decline resides in the Asian population that has lived in the US for an extended period of time. We are not sure, but it might be possible that our non-Cantonese Asian communities tend to struggle more with English. We also see some other worrisome trends in the more modest declines of African American and socio-economically disadvantaged students. Last year, Latinos and special education students improved their scores. We were glad to see more considerable growth with special education students scoring proficient and advanced.

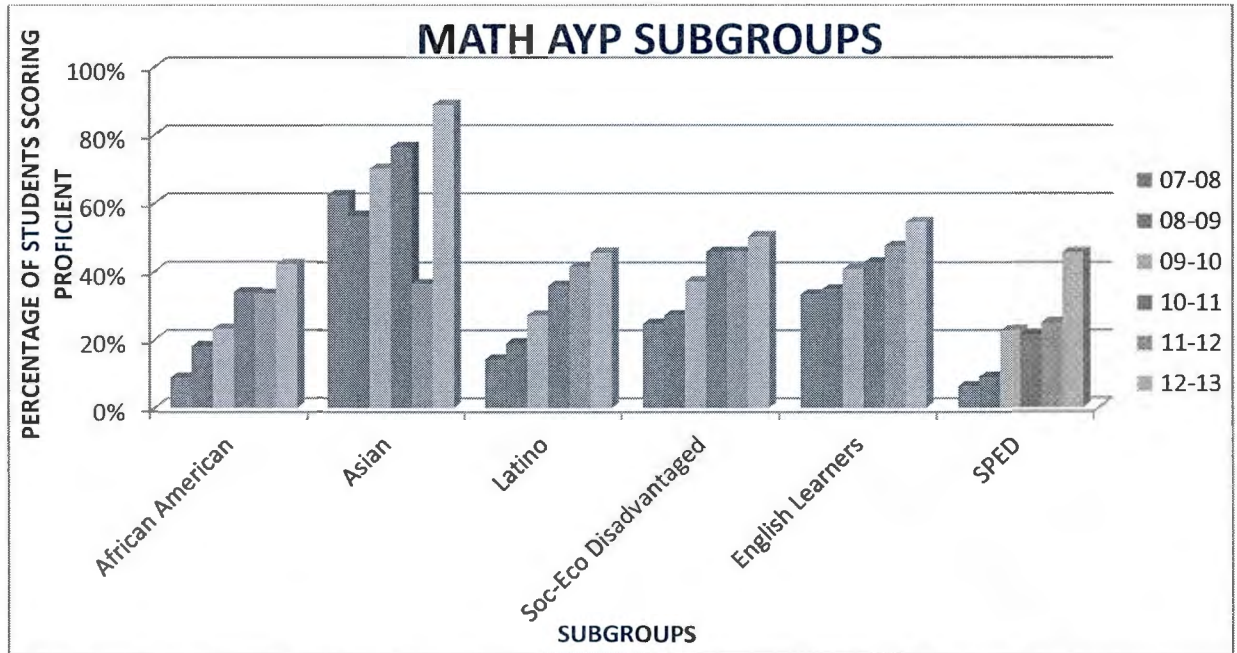
In the graphs below, the results for AYP Math results are disaggregated.



In this graph, there is an incremental uptrend in scores resulting from the hard work of the math department. From subsequent data, we have identified that students in the lower grades, particularly in the middle school, are more successful than our high school students.



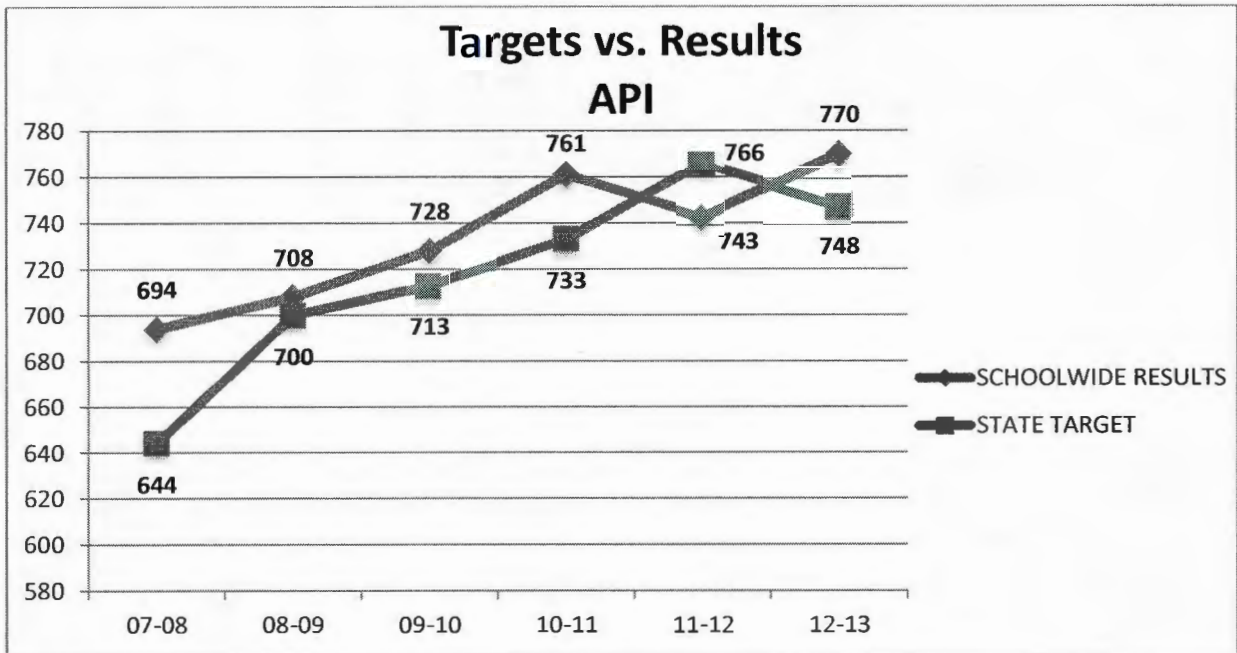
When broken down by grade, we see the high school math program has a significantly lower amount of proficient and advanced students than the middle school. Last year we saw that the 6th grade scores rebounded dramatically because we had resolved staffing issues from the year before. We also see here that, after 8th grade, students tend to do worse in math.



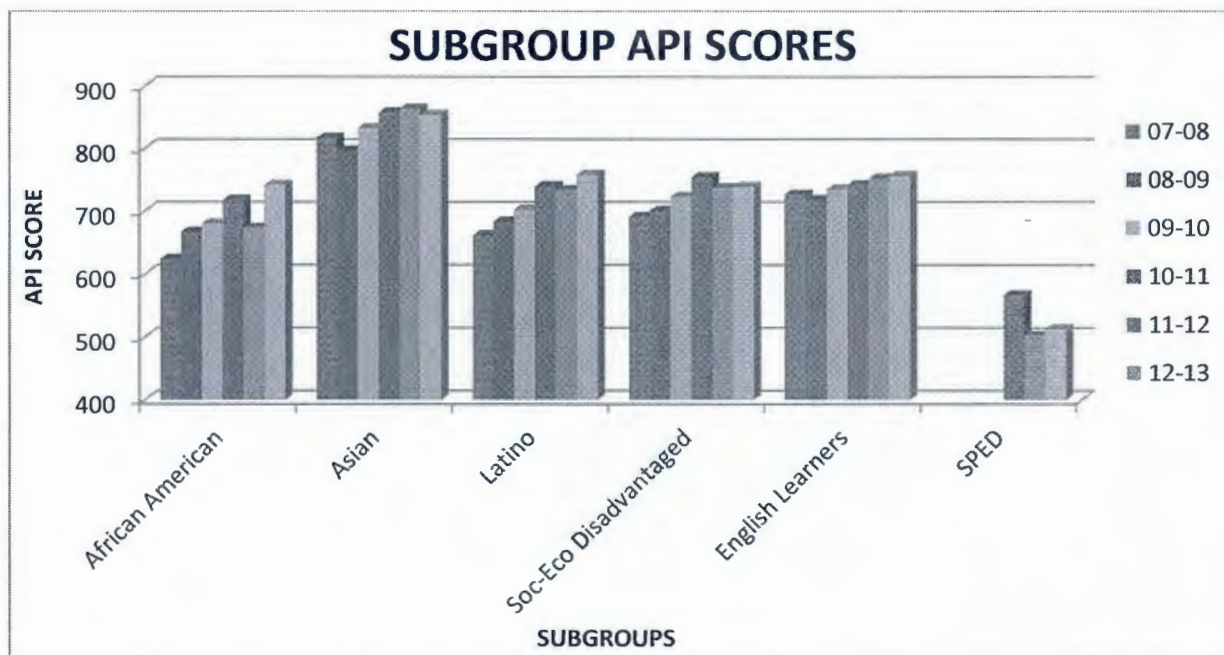
In this graph, we see that our Asian subgroup has declined substantially in 2011-2012 only to rebound in 2012-2013. Again, we attribute this to the aforementioned conclusion, the change in the Asian demographic. However, it appears that this change remains to be a problem in English because math scores last year have improved considerably. In all other subgroups, we are happy to report that scores are improving.

ACADEMIC PERFORMANCE INDEX –

Below, we display data regarding how our school fares with state mandates. These targets are imposed using a variety of sources of data (not just CST scores). The state, using a more informed approach, tailors expectations to each LEA.



In almost every academic year, OMI surpasses state targets until 2011-2012. As stated earlier, we attribute this to the Asian demographic shift, the 6th grade scores, and staff turnover. We are happy to report that last year, we surpassed state expectations scoring a 770.



In almost every subgroup above over the past 6 years, we see an trend of improving scores with slight intermittent dips. In 2011-2012, there is a noticeable drop in African-American and special education scores. However last year, our African-American students returned to their pace of improvement. Unlike in AYP trends, the Asian subgroup here shows a negligible decline due to the fact that the lower-scoring students who scored below proficient actually showed some growth.

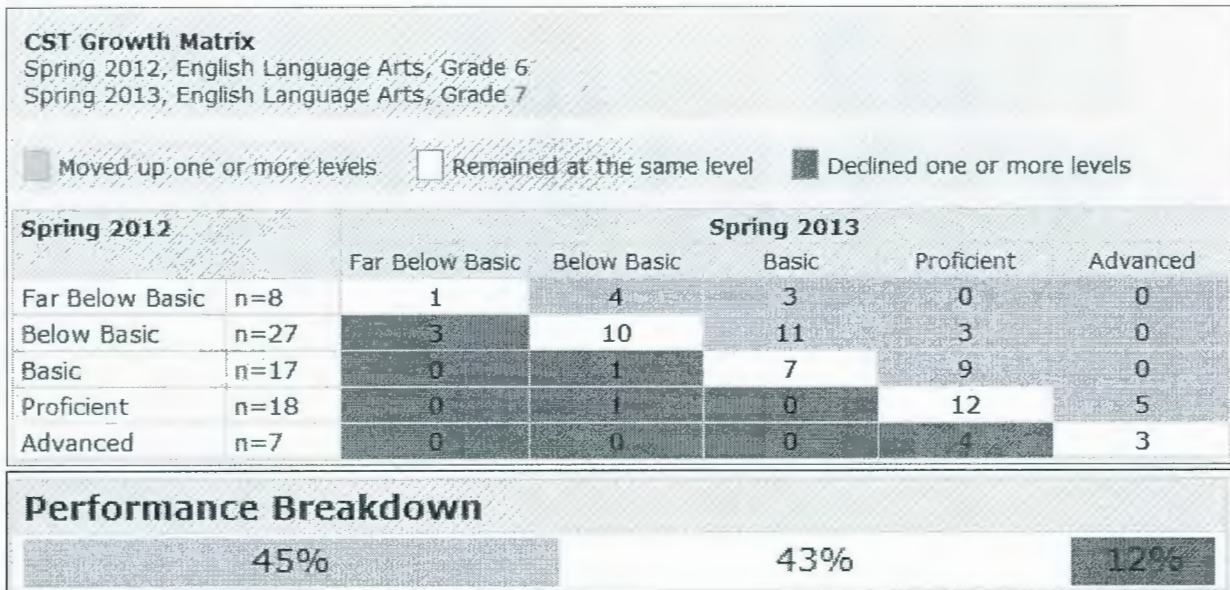
CALIFORNIA STANDARDS TESTS

2012-2013 GROWTH RESULTS

The data from the following section comes from a 3rd party assessment program that tracks CST scores (OARS). Although the graphs go into great detail about students' progress using performance levels, they only show the growth of students that have prior test scores on record in our data system meaning they only show data for returning students. New students' results are omitted below.

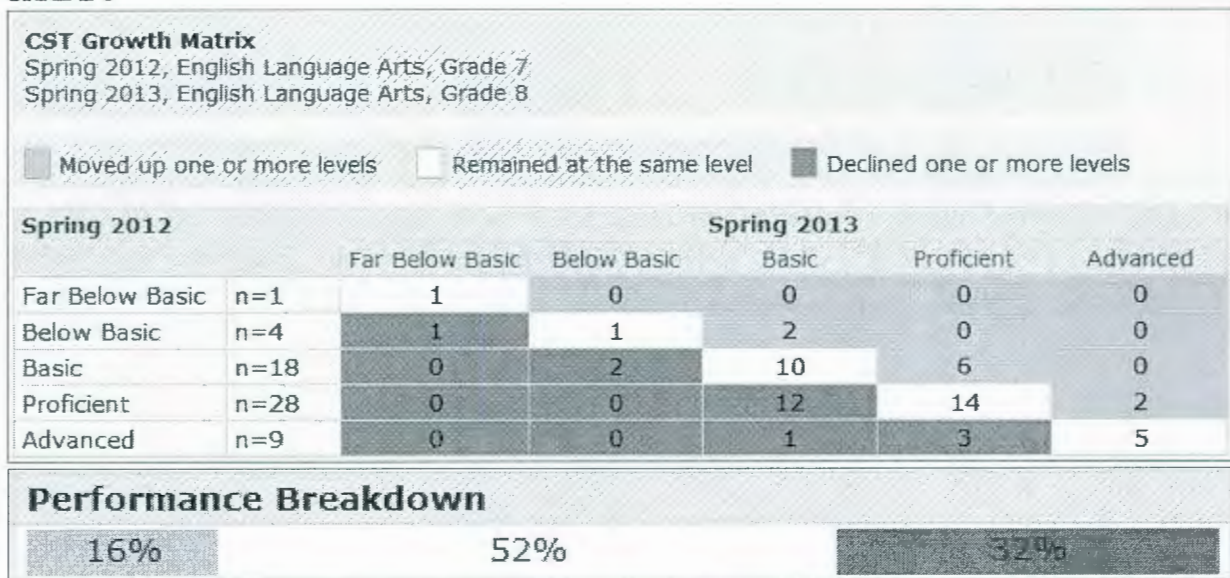
English

GRADE 7



This is an amazing graph; only 12 % of students declined a performance level. Also, more students moved up than remained at the same performance level. This is a credit to our 7th grade teachers and students.

GRADE 8



Unfortunately, the 8th grade scores had a 32% recidivism rate, and forward movement was nominal at 16%.

Middle School English

Moved up one or more levels
 Remained at the same Level
 Declined one or more levels

SPRING 2011		SPRING 2012				
Performance Levels	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	9	2	4	3	0	
Below Basic	31	4	11	13	3	
Basic	32		3	17	15	
Proficient	46		1	12	26	7
Advanced	8				3	5
33%	MOVED UP ONE OR MORE LEVELS					
49%	REMAINED AT THE SAME LEVEL					
18%	DECLINED ONE OR MORE LEVELS					

In aggregate, the middle school English program is improving students' scores at almost twice the rate of recidivism.

GRADE 9

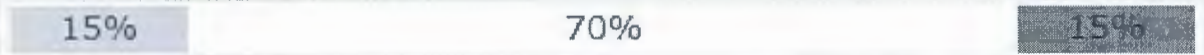
CST Growth Matrix

Spring 2012, English Language Arts, Grade 8
 Spring 2013, English Language Arts, Grade 9

Moved up one or more levels
 Remained at the same level
 Declined one or more levels

Spring 2012		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=1	0	0	1	0	0
Below Basic	n=3	0	2	1	0	0
Basic	n=18	0	1	12	5	0
Proficient	n=16	0	0	4	10	2
Advanced	n=22	0	0	0	4	18

Performance Breakdown



In the ninth grade, we see that scores were static. However, we see that one student jumped forward 2 performance levels, from far below basic to basic.

High School English

Moved up one or more levels
 Remained at the same Level
 Declined one or more levels

SPRING 2011		SPRING 2012				
Performance Levels	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	5	1	1	3		
Below Basic	12		6	4	2	
Basic	68	1	10	44	12	1
Proficient	63	2		13	36	12
Advanced	50				13	37
18%	MOVED UP ONE OR MORE LEVELS					
62%	REMAINED AT THE SAME LEVEL					
20%	DECLINED ONE OR MORE LEVELS					

By looking at the results above, one trend that we identified is that middle school students tended to fare better than their high school peers. From experience and prior studies, we noticed this trend and attribute it to changing attitudes toward the CST. High school students at OMI, tend to see the CST as something to rebel against because it is valued so much by the adults around them. This causes a tension between high school students and the adult OMI community that needs addressing in the school culture.

ENGLISH DEPARTMENT

Moved up one or more levels
 Remained at the same Level
 Declined one or more levels

SPRING 2011		SPRING 2012				
Performance Levels	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	14	3	5	6		
Below Basic	43	4	17	17	5	
Basic	163	1	13	61	27	1
Proficient	109	2	1	25	62	19
Advanced	58				16	42
21%	MOVED UP ONE OR MORE LEVELS					
63%	REMAINED AT THE SAME LEVEL					
16%	DECLINED ONE OR MORE LEVELS					

Overall, the English department has shown strong results. Although 63% of returning students remained at the same performance level, that can still be considered as growth. The latter assessment analyzed by these graphs were constructed for a higher grade, therefore it is more rigorous than the preceding year's test. Just to stay in the same performance level requires some growth.

Middle School Math

Moved up one or more levels M Remained at the same Level Declined one or more levels

SPRING 2011		SPRING 2012				
Performance Levels	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	3	2	1			
Below Basic	37	1	10	16	10	
Basic	34	1	3	14	14	2
Proficient	40		2	7	26	5
Advanced	6				4	2
40%	MOVED UP ONE OR MORE LEVELS					
45%	REMAINED AT THE SAME LEVEL					
15%	DECLINED ONE OR MORE LEVELS					

It appears that middle school students fared very well due to the strength of teaching in the middle school program. Only 15% declined a performance level. We hope that this foundation will bring improving results to high school math in future years.


GEOMETRY

CST Growth Matrix
 Spring 2012, Mathematics, Algebra I
 Spring 2013, Mathematics, Geometry

Moved up one or more levels Remained at the same level Declined one or more levels

Spring 2012		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=1	1	0	0	0	0
Below Basic	n=7	1	5	0	1	0
Basic	n=19	0	16	3	0	0
Proficient	n=20	0	10	6	4	0
Advanced	n=8	0	1	2	3	2

Performance Breakdown

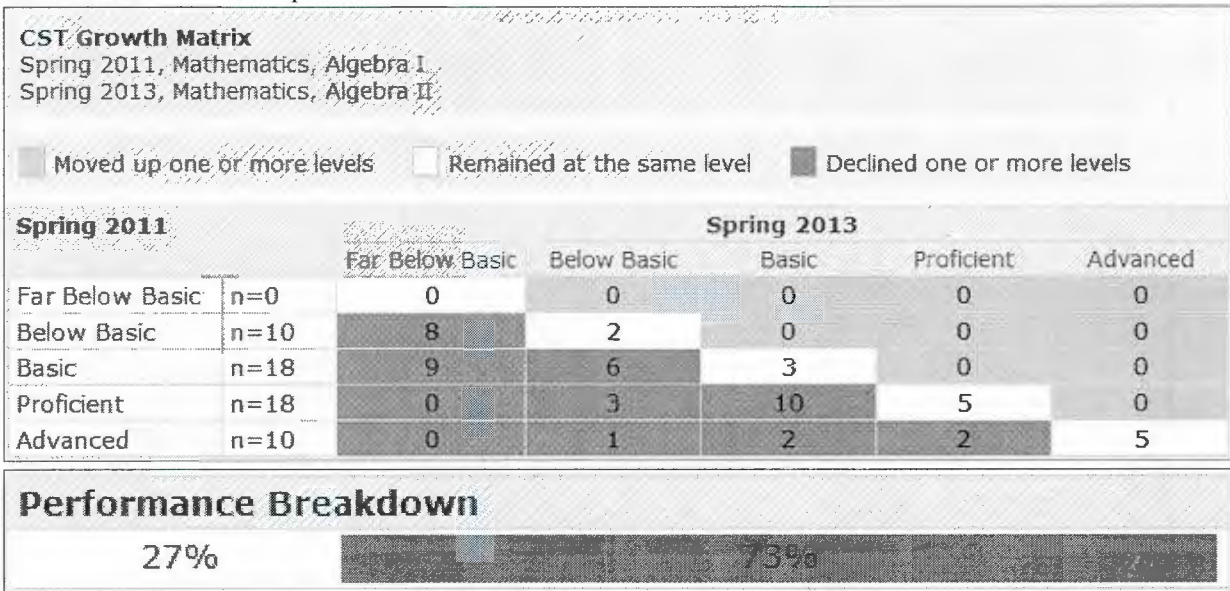
27%  71%

This data above is unreliable because of the content differences between Algebra 1 and Geometry. Although these classes are sequenced together, algebra skills do not necessarily scaffold well into geometry. However, there are underlying basic skills that apply to both classes, so we decided to include this graph. Here we see a large decline in scores.

ALGEBRA 2

Because OMI has high expectations for its students, Algebra 2, unlike most schools, is a requirement for graduation making all students take it. However, maintaining this standard has been a challenge particularly for the teachers involved and the administration. In many cases, Algebra 2 is the class that stands between many seniors and their graduation. This creates an environment of contention between stakeholders who feel that students need to be held to the highest standard of learning against those who feel that it's necessary to dilute this arbitrary obstacle in order to permit a student to move on with their lives. The consequences of this struggle appear not only here, but in other college readiness assessments presented below. We acknowledge that we need to do more for our students, so they can be prepared and succeed across the whole math department.

ALGEBRA 2- 3 Year Comparison



This table measures the state of student mastery of algebra. The two CST assessments used do not take place in consecutive years, but are separated by one year. Due to the time elapsed, it is clear to see that there was no positive growth. With a year to forget Algebra 1 content, students declined. This is a compelling argument to change the sequencing of these classes so this set of skills can be scaffolded and developed appropriately in consecutive years, Algebra 1 to Algebra 2.

ALGEBRA 2

CST Growth Matrix

Spring 2012, Mathematics, Geometry
Spring 2013, Mathematics, Algebra II

Moved up one or more levels Remained at the same level Declined one or more levels

Spring 2012		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=2	2	0	0	0	0
Below Basic	n=25	19	3	3	0	0
Basic	n=29	3	12	12	2	0
Proficient	n=15	1	2	5	4	3
Advanced	n=4	0	0	0	2	2

Performance Breakdown

10%

31%

59%

In this set of figures, we continue to see that students are not learning the Algebra 2 standards. We are reconfiguring the math department to add more remedial classes before letting students advance to Algebra 1 and beyond.

SUMMATIVE MATH

CST Growth Matrix

Spring 2012, Mathematics, Algebra II
Spring 2013, Mathematics, Summative HS Math

Moved up one or more levels Remained at the same level Declined one or more levels

Spring 2012		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=0	0	0	0	0	0
Below Basic	n=7	1	3	2	1	0
Basic	n=10	0	1	3	6	0
Proficient	n=5	0	0	1	3	1
Advanced	n=1	0	0	0	0	1

Performance Breakdown

44%

43%

13%

We see here that students who took the summative CST test did very well. However, this group did not include all 11th graders in our school. The students who take the summative math assessments did well on the Algebra 2 test the year before. Those who did not do well on that test had to retake the Algebra 2 CST again effectively excluding our lower-performing students from this assessment.

MATH DEPARTMENT

		<input checked="" type="checkbox"/> Moved up one or more levels	<input type="checkbox"/> Remained at the same Level	<input checked="" type="checkbox"/> Declined one or more levels			
SPRING 2011		SPRING 2012					
Performance Levels	# of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Far Below Basic	3	3					
Below Basic	38	21	11	5	1		
Basic	55	3	29	15	8		
Proficient	40	1	12	12	11	4	
Advanced	13		1	2	5	5	
12%	MOVED UP ONE OR MORE LEVELS						
30%	REMAINED AT THE SAME LEVEL						
58%	DECLINED ONE OR MORE LEVELS						

In this graph, we only used the data from consecutive classes in the math department sequence. Similar to English, we identified the trend that higher level students did worse than the younger students. There are 42% of returning students remaining or moving up a level. We have identified a stronger downward trend in Geometry and Algebra 2. 58% is a significant number of students that are declining. We also noticed that some students declined multiple performance levels. We need to think of ways to better prepare our students and support them when they take these very important classes because it directly impacts how well they fare on college readiness exams for college admissions. We did not include a high school math meta-analysis graph due to the inconsistent test sequencing. Based from the evidence above, we may need to implement interventions in Geometry and Algebra 2 classes in order to reverse this negative trend.

Other Departments

In the next series of graphs below, we try to determine if there is growth in the science and history departments. These graphs measure how well students did on the CST, but in these examples it is not so clear that one class’s content scaffolds into the next one in a department sequence. For example, can we expect growth between 10th grade world history and 11th grade social science? In any case, we look at this data to find any trends.

Science- 3 year comparisons

Because science CST tests are not given every year as a student ages, the following results are not as reliable as an indicator of student growth; they have a year to forget what they have learned. The only students measured here have records to compare in our data system meaning they would have to have been here at OMI for 3 consecutive years. However, we display them to demonstrate some correlation of growth in our science department despite the fact that a significant amount of time has elapsed between tests.

GRADE 10 SCIENCE

CST Growth Matrix
 Spring 2011, Science, Grade 8
 Spring 2013, Science, Grade 10

Moved up one or more levels
 Remained at the same level
 Declined one or more levels

Spring 2011		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=1	0	0	1	0	0
Below Basic	n=2	0	0	2	0	0
Basic	n=9	0	0	6	2	1
Proficient	n=16	0	1	4	8	3
Advanced	n=23	0	0	2	5	16



10th graders at OMI do not take a general science class. Instead, they take biology or chemistry. The CST, however, administers a general science test. This assessment is not tied to a particular class, but it gauges the general science knowledge of our 10th grade students.

BIOLOGY

CST Growth Matrix
 Spring 2011, Science, Grade 8
 Spring 2013, End-of-course Science, Biology

Moved up one or more levels
 Remained at the same level
 Declined one or more levels

Spring 2011		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=1	0	0	1	0	0
Below Basic	n=2	0	0	2	0	0
Basic	n=10	0	0	8	2	0
Proficient	n=16	0	1	8	7	0
Advanced	n=22	0	0	2	11	9



In this graph, we see minimal improvement. However, a year separates these tests.

History

WORLD HISTORY-3 Year Comparison

CST Growth Matrix

Spring 2011, History Social Science, Grade 8
Spring 2013, World History, Grade 10

Moved up one or more levels
 Remained at the same level
 Declined one or more levels

Spring 2011		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=3	3	0	0	0	0
Below Basic	n=7	1	3	1	2	0
Basic	n=7	0	1	5	1	0
Proficient	n=20	1	1	8	9	1
Advanced	n=19	0	0	1	7	11

Performance Breakdown

9%

55%

36%

Because history CST tests are not given every year as a student ages, the following results are not as reliable as an indicator. The only students measured here have records to compare in our data system meaning they would have to have been here at OMI for 3 consecutive years. However, we display them to demonstrate some correlation of growth in our social studies department despite the fact that a significant amount of time has elapsed between tests.

GRADE 11 SOCIAL STUDES

CST Growth Matrix

Spring 2012, World History, Grade 10
Spring 2013, History Social Science, Grade 11

Moved up one or more levels
 Remained at the same level
 Declined one or more levels

Spring 2012		Spring 2013				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Far Below Basic	n=3	3	0	0	0	0
Below Basic	n=7	2	0	4	1	0
Basic	n=17	2	2	8	5	0
Proficient	n=20	0	1	5	12	2
Advanced	n=15	0	0	1	8	6

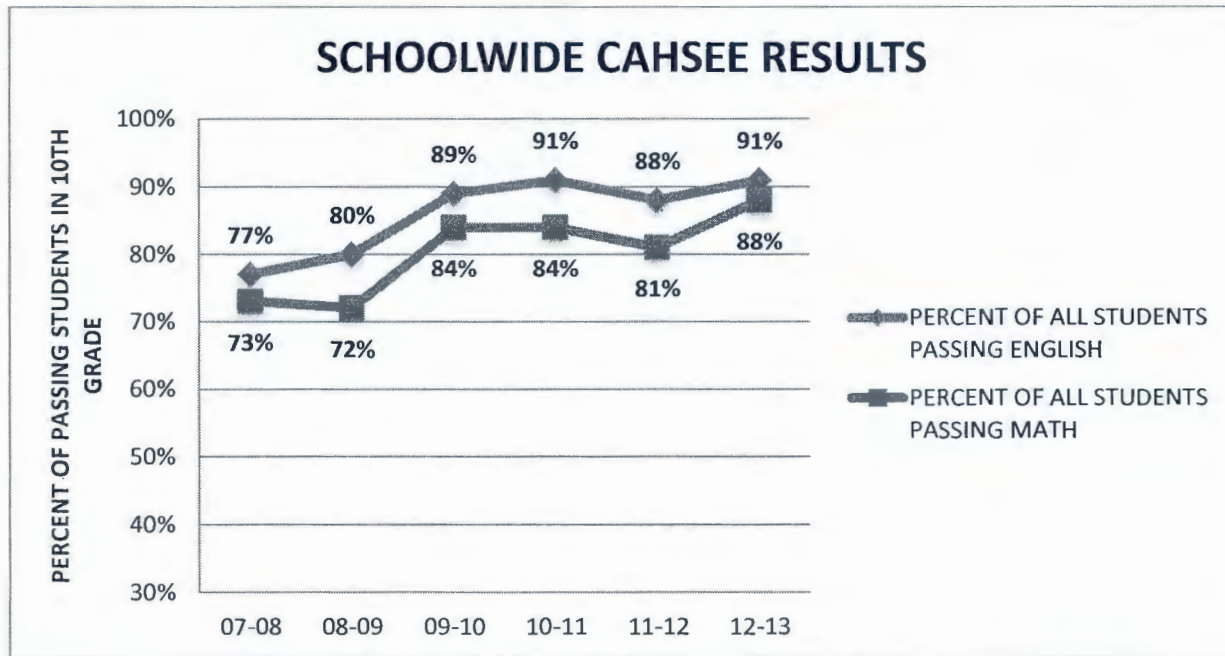
Performance Breakdown

19%

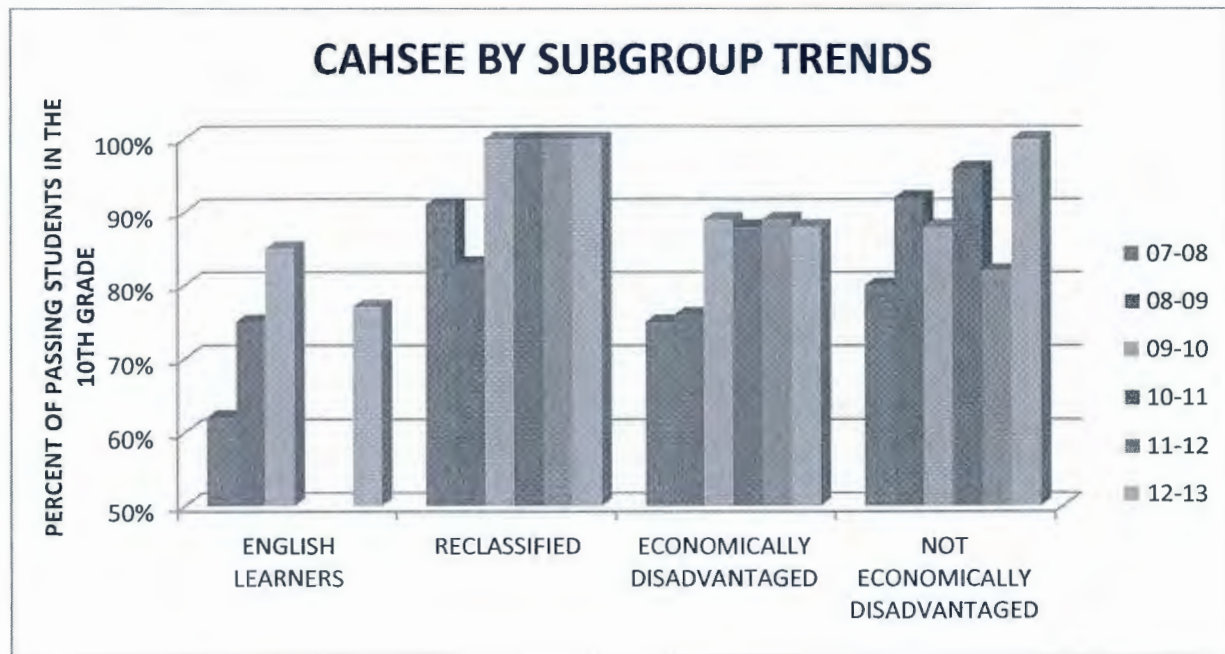
47%

34%

CALIFORNIA HIGH SCHOOL EXIT EXAM –



According to CAHSEE results, OMI 10th graders are passing at a very high rate. We provide extra support to students when we identify them based on CST scores and grades.



We are very proud about the successes we have had getting our students to pass the CAHSEE. We are heartened by the great success of our reclassified students demonstrating that our ESL program is preparing them for graduation. As for English learners, the numbers are very few by the 10th grade meaning that their results fluctuate wildly. For example, their numbers were so insignificant in 2011-2012 that their results were not published. As for the economically disadvantaged, their results have plateaued which may mean that we need to intervene in order to stimulate their growth.