



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

School	Oakland Military Institute	Contact *	Gary Charles
School Address	3877 Lusk Street	Contact Email	gcharles@omiacademy.org
Principal	Cesley Frost	Principal Email	cfrost@omiacademy.org
School Phone	510-594-3900	Recommended Grant Amount**	\$99,312.10
2018-19 LCFF Enrollment (6-8)	215	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	260

**Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Purchase visual arts materials	\$2,757
2	Purchase drama materials:	\$3,961
3	0.5 FTE Middle School Intro to Arts	\$25,000
4	0.5 FTE Middle School Music – choir	\$25,000
5	0.5 FTE Middle School Mindfulness	\$25,000
6	Mindfulness Equipment:	\$1,194
Budget Total (must add up to Current Grant Amount)		\$82,912

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Purchase visual arts materials	\$2,757
2	Purchase music materials	\$3,961

3	0.5 FTE Middle School Intro to Arts	\$25,000
4	0.5 FTE Middle School Music – choir	\$25,000
5	0.5 FTE Middle School Mindfulness	\$25,000
6	Mindfulness Equipment:	\$1,194
7	0.5 FTE World Language Teacher	\$16,400.10
	Budget Total (must add up to Anticipated Grant Amount)	\$99,312.10

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
44.18	55.82	78.24	12.23		25.89	71.02

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
17.92	.43	17.5	58.75	1.27	.28	2.70	1.7

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

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

School Vision (insert here):

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

PHILOSOPHY STATEMENT

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

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

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

The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

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

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

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

Middle School Measure G1 Self-Assessment:

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

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
<i>Access and Equitable Opportunity</i>			<i>Access and Equitable Opportunity</i>		
<i>Instructional Program</i>			<i>Instructional Program</i>		
<i>Staffing</i>			<i>Staffing</i>		
<i>Facilities</i>			<i>Facilities</i>		
<i>Equipment and Materials</i>			<i>Equipment and Materials</i>		
<i>Teacher Professional Learning</i>			<i>Teacher Professional Learning</i>		
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
<i>Content and Course Offerings</i>					
<i>Communication</i>					
<i>Real world learning and Global competence</i>					

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
<i>2017-18 Enrollment Data (20 day)</i>			<i>Suspension</i>		
<i>ES Outreach Strategy Actions</i>			<i>Chronic Absence</i>		
<i>Programs to support ES students transition to MS</i>			<i>CHKS data (district only)</i>		

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

Community Engagement Meeting(s)	
Community Group	Date

Staff Engagement Meeting(s)	
Staff Group	Date

Budget Justification and Narrative

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

The Goals of the Measure

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

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

1. Music Program

Programmatic Narrative Based on Rubric
Oakland Military Institute has a successful music program, that encompasses all aspects of music, but a second Middle School Music Teacher is needed. As we have been consistent and successful with our students, we have noticed there is a need for improvement. A specific number of our students have desired to continue in band through their high school years. A number of students have also expressed great interest in being in band. We thought it would be a wonderful addition to our strong music program, and starting in

the middle school would create a natural feeder as we build out the overall music program at the school site. Our goal is to provide as many methods of self-expression as possible. With the addition of a choir class, our students will begin to learn how to master a musical instrument that they already possess.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$25,000	Grant funds will support 0.5 FTE for MS Music teacher, school will supply funds for the other 0.5 for a full FTE.	120 students will take the course and the teacher will have five sections of choir Students will be able to gain experience with using their voice as a musical instrument Students will become more versatile artist and be exposed to a deeper appreciation of music
\$3,961	Purchase of music class materials: o Lockers for musical instruments = \$2,000 o Storage for music library = \$400 o Music stands = \$1,260 o Risers = \$300	The students will gain access to a deeper experience with music. Although we are having success with a program that mostly focuses of vocal and ear training, many of the students have expressed a desire to start working with instruments. We anticipate that 90 or so students will be able to train the voice, ear, and instrumental skills with the aid of these purchases.

2. Art Program

Programmatic Narrative Based on Rubric

OMI operates a middle school arts program, for the first time this year. This year the school started to offer an enrichment wheel in the sixth grade level, semester long classes for seventh graders, and a year long course in the eighth grade. Current teachers also teach additional classes outside their elective classes.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$2,757	Purchase visual arts materials to start MS program o Class sets of pencil boxes x 38 @ \$2/ea = \$76 o Set of 144 drawing pencils x 3 @ \$57.59/set = \$173 o Erasers x 100 @ \$0.75/ea = \$75 o Set of 24 Scissors x 2 @ \$33.81/set = \$68 o Glue sticks x 100 @ \$0.55/ea = \$55 o Set of 24 Shatterproof Rulers x 2 @ \$22.88 = \$46 o Gallons of acrylic outdoor paint and primer x 8 @ \$40 = \$320 o Ream of 9" x 12" Drawing paper x 5 @ \$9.49 = \$46	120 students will gain a deeper understanding of the elements and principles of design that will help prepare them for HS art classes Students will be exposed to elements of art history and making through the use of a variety of materials in lessons and projects Students will have access to another safe form of emotional release that will complement the mindfulness program Provide students with

	- o Ream of 12" x 18" Drawing paper x 5 @ \$19.09 = \$94 - o Economy Canister of 144 brushes x 2 @ \$179.23 = \$358 - o Assorted pack of 50 sheets Construction paper x 10 @ \$1.97 = \$20 - o Class Pack of Colored pencils x 2 @ \$35.85 = \$72 - o Class Pack of Broad Tip Markers x2 @ \$51.49 = \$103 - o Class Pack of Fine Tip Markers x 2 @ \$64.93 = \$130 - o Kit for Little Free Library x 2 @ \$300 = \$600 - o Post for Little Free Library x 3 @ 30 = \$90 - o Cardboard boxes for cardboard automata project x50 @ \$23/pk of 25 = \$46 - o Hot glue guns x 30 @ \$4 = 120 - o Hot glue sticks x 4 @ \$10/pk of 40 = \$40 - o Camera x1 @ \$300 = \$300	multiple chances to see what electives/interests they would like to take up in HS Aprons will help protect the students' uniforms during projects Band aids are necessary because students often get minor nicks and cuts on certain projects . The camera is needed to help students document their work for their portfolios and websites.
\$25,000	Funds will support 0.5 FTE for MS intro to arts teacher, school will supply funds for the other 0.5 for a full FTE.	120 students will take the course and the teacher will have five sections of Intro to Arts

3. World Language Program

Programmatic Narrative Based on Rubric

Oakland Military Institute Is trying to build a successful world language program, that encompasses all aspects of French, but a Middle School World Language Teacher is needed. Our middle school cadets will have the opportunity to learn about the French history and how to speak the language. As we have been consistent and successful with our students, we have noticed there is a need for improvement. It's our vision and goal to extend our world language program to the middle schoolers in pursuit to have middle schoolers be successful with world languages. We thought it would be a wonderful addition to our middle school program to add a world language teacher.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$16,400.10	Funds will support 0.5 FTE for MS World Language Program (French), school will supply funds for the other 0.33 for a full FTE.	120 students will take the course and the teacher will have five sections of Intro to French

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

We are not applying for 5th to 6th Grade enrollment retention funding.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Our school is currently piloting a Restorative Justice and Mindfulness program. As part of the pilot, students engage in mindfulness activities provided by Move This World. We have found some success with the roll out of our Restorative Justice program, but acknowledge that this is a transitional year with some speed bumps. We have received positive feedback from our Middle School students, and would like to implement a more targeted practice for them in the 2019-2020 school year.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$25,000	Funds will support 0.5 FTE for MS Mindfulness teacher, school will supply funds for the other 0.5 for a full FTE.	
\$1,194	Purchase of equipment for mindfulness classes - o 40 yoga mats @ \$12.99 = \$520 - o Tibetan singing bowl x 2 @ \$20 = \$40 - o Yoga blocks x 40 @ \$10.99 = \$440 - o Disinfecting wipes x 2 @ \$97 = \$194	

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2018-19 Due: April 4, 2019

School:	Oakland Military Institute	Principal	Ms. Cesley Frost
School Address	3877 Lusk Street	Principal Email:	cfrost@omiacademy.org
School Phone	510.594.3900	Grant Amount	\$82,912
2017-18 LCFF Enrollment (6-8)	184		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$25,000	Fundswillsupport0.5FTEforMSchoirteacher, schoolwill supply funds fortheother0.5fora full FTE.	- 120 students will take the course and the teacher will have five sections of choir - Students will be able to gain experience with using their voice as a musical instrument - Students will become more versatile artist and be exposed to a deeper appreciation of music

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our middle school course electives were refined over the summer, and the music teacher ultimately ended up with three sections of middle school classes. The following classes are offered: sixth grade music (a quarter long class and part of the sixth grade elective wheel), seventh grade music (a semester-long course), and eighth grade music (a year-long course). While the music program got off to a great start, we unexpectedly lost our music teacher part way through the first semester. Fortunately we were able to secure a replacement before the end of the semester. Our new music teacher is a working artist who is highly engaged in the local theatre scene. He brings with him a wealth of knowledge and expertise. In addition to the classes, he also sponsors a lunch time band club with approximately seven members. Mr. Jones is committed to developing the students' voice and ear. He is particularly keen on advancing our students' ears because of the style of our high school music teacher.

As a result of our program all 94 of our sixth graders gained exposure to basic music reading skills while learning how to play the recorder, a brief history of music's role in human history, and choral singing. Roughly 60 of our 113 seventh graders selected music as their electives, and 30 of our 108 eighth graders are in the music class. All in all our program has reached more students than anticipated. We see interest building in the middle school, and have been able to identify several students that are very passionate about music (both playing an instrument and singing) that we may not have if there wasn't a music class for them.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

Budget	2018-19 Activities	Anticipated Outcome
\$2,757	Purchase visual arts materials to start MS program o Classsetsofpencilboxesx40@\$2/ea=\$80 o Set of 144 drawing pencilsx3@\$57.59/set=\$173 oErasers x 100 @ \$0.75/ea = \$75 oSet of 24 Scissors x 2@\$33.81/set = \$68 o Glue sticks x 100 @ \$0.55/ea = \$55 oSetof24ShatterproofRulers x2@\$22.88=\$46 o 6-Color Pump Kit Tempera paints x 2 @ \$148.98 = \$298 o Ream of 9" x12" Drawing paper x5@\$9.49=\$46 o Ream o f12"x18" Drawing paper x5@\$19.09 = \$94 o Pkg of 245"x7" Economy Canvas Panels x7@\$9.33 = \$65 o Pkg of 248"x10" Economy Canvas Panels x7 @ \$19.69 = \$138 oEconomy Canister of 144 brushes x 2@ \$179.23 = \$358 o Assorted pack of 50 sheets Construction paper x 10 @ \$1.97 = \$20 o Roll of Butcher paper x 2@\$61.65 = \$123	- 120 students will gain a deeper understanding of the elements and principles of design that will help prepare them for HS art classes - Students will be exposed to elements of art history and making through the use of a variety of materials in lessons and projects - Students will have access to another safeformofemotional release that will complement the mindfulness program - Provide students with multiple chances to see what electives/interests they would like to take in HS - Aprons will help protect the students' uniforms during projects - Band aids are necessary because students often get minor nicks and cuts on certain projects

	- o Class Pack of Colored pencils x2@\$35.85=\$72 - o Class Pack of Broad Tip Markers x2 @ \$51.49 = \$103 - o ClassPackofFineTipMarkersx2@\$64.93=\$130 - o Pkg of 125"x7"linoleumx12@\$11.39=\$137 - o Speedball LinoSet x 40@\$8.86 = \$354 - o Art aprons x 40 @ \$7.27 = \$291 - o Costco plastic wrap @ \$14.99 = \$15 - o Curad Fabric Band-Aids@\$13.99 - \$14	
\$3,961	Purchase drama materials - o Rolling mirrors x 2 @ \$578 = \$1156 - o Licensing for material = \$665 - o Basic stage make-up = \$350 - o Set pieces =\$500 - o Costume pieces from various secondhand stores = \$500 - o Prop items =\$450 - o Bluetooth Speaker for classroom = \$340	- 120 Students will be introduced to a new form of expression while gaining a new way to interact with literature - Students will be exposed to a wider worldview and different cultures by working with a rich variety of source materials - Drama segment of the class will work to compliment English class
\$25,000	Funds will support 0.5FTE for MS intro to arts teacher,schoolwillsupplyfundsfortheother0.5 for a full FTE.	- 120 students will take the course and the teacher will have five sections of Intro to Arts

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The middle school art program has reached all 94 of our sixth graders, 60 of our seventh graders, and 30 of our eighth graders. After discussing the possible pathways available to our students in the high school, we decided to keep the focus of the Intro to Arts class on the studio arts. We currently do not have a class set up in the high school to receive students who would like to continue their theatre or dance work. Additionally, our campus does not have adequate facilities for dance. These are challenges that our campus is currently exploring solutions for because both students and staff have expressed an interest in elevating the performing arts at this school.

In our program, all sixth graders have gained exposure to at least four of the seven elements of art. During their instruction, they also worked with different aspects of the principles of design. Students were challenged to practice their hand-eye coordination and exercise abstract thinking. The seventh and eighth graders received more concentrated study on the elements of art, and have covered all seven. As our program develops the middle school art teacher is communicating with the high school art teacher to discuss how the activities in the two classes can achieve increased alignment, which will make the hand off process much easier.

Some successes that we have had in the art program include submitting artwork to the Google Doodle competition and having the artwork of a seventh grader selected as the cover for next year's student planner. Additionally, we saw great demand in the art enrichment classes during our after school program because the students wanted have more time doing art. One of the challenges faced with this class is that short class periods. It is sometimes difficult to get everything planned completed, even when the project is broken up over several class periods. We are examining different classroom management and student roles within the classroom to see if we can. Another challenge is that not every student that wants to take art at the seventh and eighth grade level can take it due to the limited number of classes. This is limited by the size of our campus and teaching staff.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric

N/A

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We were fortunate enough to find a French teacher, and were able to make physical space accommodate the class during our final planning discussions. The students were a bit skeptical at first, but we have seen the students' interests grow as they became acquainted and used to something new. Prior to this, our school only offered Spanish and that was at the high school level. As of now all 97 sixth grade students have either cycled through French or will complete the nine-week course by the end of the school year. 53 seventh grade students and 26 eighth grader students will have completed their respective courses by the end of the year. We are very proud of the foundations that the students are building in their classes. The majority of the sixth graders are able to introduce themselves and count to around 20 in French. Most of the seventh and eighth grade students can do that in addition to holding a basic conversation such as asking where the restroom is and speaking about their likes and dislikes. One challenge that we are facing is planning out how this program is going to grow because it is a brand new program in both the middle school and high school. We only have one French teacher on campus, and she covers both middle and high school classes. We may have to look into increasing the staffing for this language as the current students progress into more advanced levels.

2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

N/A

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here]

Budget	2018-19 Activities	Anticipated Outcome
\$25,000	Funds will support 0.5 FTE for MS Mindfulness teacher, school will supply funds for the other 0.5 for a full FTE.	-120 students will take the course and the teacher will have five sections - Learn breathing exercises - Practice yoga - Exposure to anger/anxiety methods, which will result in calmer journeys through the school day - Provide students with consistent practice to build healthy habits
\$1,194	Purchase of equipment for mindfulness classes o 40 yoga mats @ \$12.99 = \$520 o Tibetan singing bowl x 2 @ \$20 = \$40	- Materials required to run yoga practices to help students with mind and body mindfulness

	o Yoga blocks x 40 @ \$10.99 = \$440 o Disinfecting wipes x 2 @ \$97 = \$194	

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
We did not pursue the full blown mindfulness program that we anticipated. However, we did maintain the existing Move This World program we use in our advisory classes. The funds were re-allocated to the World Language program. The salary is being spent on a teacher who knows and understands the mindfulness process.

13 December 2018

Parent Engagement Meeting/Computer Tech Night

Attendance: Parents - Please refer to RSVP check in list

OMI - Ms. Anguiano, Ms. Clifton, Ms. Grell, Mr. Smith, Mr. Ferrer

- Welcoming remarks
 - Thank you for attending, excited for this night. Taking opportunity to provide update to our MS elective programs and provide update for next year
 - Electives have been successfully implemented
 - Receiving good feedback from the students
 - Teachers are energized and passionate about their content area
 - We have been building our CTE program, which will cover both MS and HS
 - MS will be exposure and work as feeder into the HS programs
 - Most of our MS elective staff is CTE credentialed
 - The elective program is continuing, and will incorporate the CTE courses
 - We will continue with the current structure: 6th grade - wheel, 7th grade semester, 8th grade year-long
 - We anticipate all teachers are returning for next year to provide consistency
 - Open to questions
 - Are there any plans on expanding the program?
 - Not beyond incorporating tenets of CTE
 - Space is an issue
 - Whether or not the school and teaching population can support is a concern
 - What exactly is CTE?
 - Career Technical Education - holistic, collaborative, life skills oriented education provided by individuals that have worked in the areas that they are teaching in
- No more questions...Move on to computer tech night
- Tech is important and we have to understand how our kids are using it
- Set up ground rules
- Make sure you know what your kids are up to
- The students have access to tech here at school, but we want to make sure that they have access at home
- We were able to get a grant to provide free Chromebook to people that are here!

December 13

Computer Tech Night

(COPY)

Name: **Rosa Ceras-aya**
Email: rosaraya24@icloud.com ✓
Name: **Ryan McCreary**
Email: mccogic@yahoo.com ✓
Name: **Ciara Bronson**
Email: cbronson81@gmail.com ✓
Name: **Nu Vuong**
Email: mayxanhxanh3@yahoo.com ✓
Name: **Chidimma E**
Email: ezeokolichidimma@gmail.com ✓
Name: **Gearldine Meeks**
Email: jahsimah100@gmail.com ✓
Name: **Johanna Pineda**
Email: johannasf1984@yahoo.com.mx ✓
Name: **Alasha Raynor**
Email: araynor120@gmail.com ✓
Name: **Jessica Cacique**
Email: kcqjessica@gmail.com ✓
Name: **Bertha Salas**
Email: aliciarodriguez1515@gmail.com
Name: **Jose Salas**
Email: Salasgarcia11@Gmail.com
Name: **Carolyn Santee** ✓
Email: c.santee@att.net
Name: **shafiullah aziz** ✓
Email: fshafiullah24@omiacademy.org
Name: **Roberto Zendejas** ✓
Email: rzendejasruiz24@omiacademy.org
Name: **Amika Zaragoza** ✓
Email: amikapush@gmail.com
Name: **Emma Alvizo** ✓
Email: emmaalvizo@gmail.com
Name: **David Castaneda-lopez** ✓
Email: manuelatorres86@icloud.com
Name: **Hazel Castaneda- Lopez** ✓
Email: manuelatorres86@icloud.com
Name: **Pedro Flores** ✓
Email: vll_nr@yahoo.com
Name: **Roberto Zendejas** ✓
Email: rzendejasruiz24@omiacademy.org
Name: **Alicia Pena**
Email: aanguiano@omiacademy.org
Name: **Jorge Herrera** ✓
Email: aanguiano@omiacademy.org
Name: **Claudia Leyva** ✓
Email: aanguiano@omiacademy.org
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Date: 27 February 2019

Facilitator: Mr. Lee

Scribe: Mr. Lee

Attendees: Ms. Mel, Benamer, Lee, Jones, Portley, Cole, Frost

minutes	Agenda Item	Notes	New Task:	Person Assigned
	Mindful minute Check-In Activity	Mindfulness Card Exercise		
	Updates	• Portley filming class, and will be playing at Open House • Lee will be doing a family crest activity • Benamer is considering offering a taste of France treats • JP will have band kids play a little demo - end of Music Man • MG1 is coming up again: any updates or requests? ○ No longer planning on offering 1S of drama, shift funds to music classes ○ No requests from French ○ No tech requests or updates ○ Teachers will do inventory to see what has been used and what needs to be ordered for next year ■ Teachers will provide any necessary updates to Chief Charles for updates to the application ■ Allocated amounts will not change though	• Run supply inventory • Provide necessary updates to Chief	