



2019-20 Measure G1

Charter Grant Application

**Due: April 17, 2019
Revised: May 14, 2019**

| | | | |
|-------------------------------|----------------------------|--|-------------------------|
| School | Oakland Military Institute | Contact * | Gary Charles |
| School Address | 3877 Lusk St | Contact Email | gcharles@omiacademy.org |
| Principal | Ms. Frost | Principal Email | cfrost@omiacademy.org |
| School Phone | 510.594.3900 | Recommended Grant Amount** | \$99,312.10 |
| 2018-19 LCFF Enrollment (6-8) | 315 | 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 | \$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% | 14.6% | 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% | 0.43% | 17.5% | 58.75% | 1.27% | 0.28% | 2.70% | 1.70% |

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. 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.

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

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) |
|--|------------------------------|------------------------------|--|------------------------------|------------------------------|
| 2017-18 Enrollment Data (20 day) | 229 | 315 | Suspension | 6.3% | 6.6% |
| ES Outreach Strategy Actions | N/A | N/A | Chronic Absence | 5.8% | 5.14% |
| Programs to support ES students transition to MS | N/A | N/A | CHKS data (district only) | N/A | N/A |

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 |
| Parent Alliance | 8 May 2019 |
| | |

| Staff Engagement Meeting(s) | |
|-----------------------------|-------------|
| Staff Group | Date |
| Electives Team Meeting | 27 Feb 2019 |
| | |

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. | 180 students will take the course and the teacher will have three sections of music, and sponsor a lunch time band club. Students will be able to gain experience with using their voice as a musical instrument i 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 | 180 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 |

| | | |
|----------|---|---|
| | <ul style="list-style-type: none"> 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 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 | will have access to another safe form of emotional release that will complement the mindfulness program. Provide students with 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. | 180 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. | 90 students will take the course and the teacher will have three sections of introductory French classes. |
| | | |
| | | |

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 our mindfulness lead on the Restorative Justice team. | Our RJ team has become an integral part of our community, and we are seeking to expand their presence on campus. We would like to give them the time and resources to engage in proactive measures such as leading mindfulness workshops, yoga classes, and community circles. We expect that all middle school students will be touched by this program, and will learn proper tools to manage stress, anxiety, and their emotions. |
| \$1,194 | Purchase of equipment for mindfulness classes o 20 mindfulness trackers = \$1,000 o Disinfecting wipes x 2 @ \$97 = \$194 | We already have yoga mats, but need additional disinfecting wipes to keep them clean. The mindfulness trackers is a tool we want to use with our middle schoolers to help them understand the physiological changes that occur when you are under stress. This will help our students not only understand what their body goes through, but help us with management techniques. We anticipate that this will touch all of our MS students as we seek to have regular RJ meetings with the students both in and out of class. |

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 | Funds will support 0.5 FTE for MS choir teacher, school will supply funds for the other 0.5 for a full FTE. | <ul style="list-style-type: none"> - 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 |

| | | |
|----------|---|--|
| | <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> - 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 |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> o Yoga blocks x 40 @ \$10.99 = \$440 o Disinfecting wipes x 2 @ \$97 = \$194 | |
| | | |

Mid-Year Reflection: Safe and Positive School Culture

| |
|---|
| <p>Narrative: Progress Towards Anticipated Outcomes</p> <p>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.</p> |
| <p>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.</p> |

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)

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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 | <ul style="list-style-type: none">• 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?<ul style="list-style-type: none">○ 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<ul style="list-style-type: none">■ Teachers will provide any necessary updates to Chief Charles for updates to the application■ Allocated amounts will not change though | <ul style="list-style-type: none">• Run supply inventory• Provide necessary updates to Chief | |
| | | | | |

Date: 8 May 2019

Facilitator: Ms. Anguiano

Scribe: Mr. Lee

Attendees: Please refer to sign in

| minutes | Agenda Item | Notes | New Task: | Person Assigned |
|---------|---|--|-----------|-----------------|
| | Meeting called to attention | | | |
| | Commandant Report | <ul style="list-style-type: none">• Citizenship - Wednesday after school detention began. Held first Saturday detention with parent participation.• Uniforms - New uniforms have been issued to MS students going to camp. All other cadets will get them prior to the new SY• IMA Results - Dylan Gong scored the highest in the state and received the saber. | | |
| | Academic Report: Status of Class of 2019 | <ul style="list-style-type: none">• Making headway with the list of seniors in danger of not graduating. Removed five more.• Prom occurred without incident• Upcoming events: Grad Night, Senior Sunset, Senior Walk Through, and Change of Command | | |
| | MG1 | <ul style="list-style-type: none">• Application submitted for around \$99k to be allocated for the 2019-2020 SY• Funds are being requested for the following departments: music, art, French, and mindfulness/RJ<ul style="list-style-type: none">○ Music stands, lockers, risers○ Art supplies, Little Free Library○ Mindfulness Trackers• No questions from audience | | |

| | | | | |
|--|-------------------|---|--|--|
| | HQ Update | <ul style="list-style-type: none"> • New leadership positions for next year announced • Change of Command Ceremony on 30 May 2019 • Drill ranked second in the State • Ramping up for all the summer camps • Will be presenting new student orientation with CAB this year | | |
| | CAB Update | <ul style="list-style-type: none"> • Mr. Lee will be assuming the role of Director of Cadet Activities and CAB advisor • Major objective is to build a strong coalition between HQ and CAB <ul style="list-style-type: none"> ○ First joint event will be orientation • Looking forward to next year and a revamped program that will focus on community, service, and leadership • Will provide a more in depth presentation at a later meeting. | | |

Parent Alliance

8 MAY 2019

| First | Last | Telephone | Email | Student Name | Grade | Company |
|--------------------------------|------------------|---------------|----------------------------|---------------------|------------------|---------|
| Torell | Logan | (50) 717-5753 | extensionsjunkie@gmail.com | Julian Trucks II | 12 th | |
| Sauri Shorman | Lacey Worse | 415 744 4885 | on file | Talvan Bailey | 7 th | Alpha |
| Esthermaria | Galvan | 415-678-9136 | smorgan@omni.net | — | 10 th | Delta |
| Ester Cant Lidia | Santel Varega | 818-747-8971 | e.galvan@omni.net | Xavier Senter | 11 | A |
| Phyllis | Hall | 510 BKS 2546 | C-Senter@aatt.net | Alexandra D. Senter | 9 | C |
| Ms. Vandie | | 510-875-0701 | lidia_javarez@gmail.com | Philip Hall | 12 | B |
| | | 435-6884 | phylliscdr-adland.org | | | |