OALC 3-Year Operational Plan (2023-24; 2024-25; 2025-26)

2023-24 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable)- in cont. improvement*

Graduation Rate
 All Students
 	
 Basic Goal: 45%
 Trans. Goal: 53%
 See attached addendum for more detailed information
 	
 Dropout Rate
 All Students
 	
 Basic Goal: 41%
 Trans. Goal: 35%
 See attached addendum for more detailed information
 	
 Credit Recovery
 All Students
 	
 Basic Goal: .381
 Trans. Goal: .424
 See attached addendum for more detailed information
	Program Improvement Process (SD2, SD3, SD4)
	 ● Conduct site visits to other ALCs to determine best practices
	 ● Pilot best practices from other sites
	 ● Licensed staff participation in monthly SDAS meetings and system professional development
	 College and Career Readiness
	 ● Conduct and share alumni Interviews to inspire current scholars (SD 1 and SD 3)
	 ● Invite speakers from vocational careers to visit our school during lunch (SD 3)
		Program Improvement Process (SD2, SD3, SD4)
		 ● Implement recommendations of Advisory task force
		 ● Use of mySAEBERS screener
		 Professional Learning Team (SD2, SD3, SD4)
		 ● Implement SEL curriculum in advisory
		 ● Re-design of PLT's to interest area work teams
		 ● Use new credit calculator to help scholars self-monitor data and use as part of PLT process
		 Student Centered Pedagogy (SD2, SD5)
		 ● Embed EL strategies for translanguaging, decentering whiteness as an approach
		 ● Develop Cross-Content Units between content areas
		 ● Partner with scholars to create and revise units that are personalized and specific to their needs while meeting standards
		 ● Implementation of new Chemistry curriculum (SD 2)
		 ● Implementation of new Earth Science curriculum (SD 2)
		 ● Identity based lessons and culture lessons taught as required by district
		   ○ LGBTQIA+ Lessons
			Professional Learning Team (SD2, SD3, SD4)
			 ● Run advisory each grading period
			 ● Monitor Credit Earning Status
			 ● Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work
			 Student Centered Pedagogy (SD2, SD5)
			 ● Continue to use CLEAR lesson planner when creating units
			 ● Identity based lessons and culture lessons taught as required by district
			   ○ Indigenous Peoples lessons
			 College and Career Readiness
			 ● Maintain OALC Graduate Recognition Wall and Senior Photo Shoot
			 ● Provide bell/graduation ceremonies
			 ● Offer MAAP Stars course for elective credit
			 ● Attend/present at MAAP/NAAP Conference
			 ● Continue TCR - Tomorrow's College Readiness and articulated classes (CCR)
			 ● Acknowledge perfect credit earners with OALC spirit wear
			 Multi-Tiered System of Supports (SD 2)

		● E-Team and Equity Seminar focus on using street data to improve scholar achievement **EL Co-Teaching/Coaching (SD 2)** ● Provide additional EL/scaffolding support through EL Co-Teaching and coaching (SD 2 and SD 5)	● Support scholars nearing graduation through Transition Skills class ● Support new scholars' entry to OALC through Skills for Success introductory course ● Provide daily Instructional ESP Tutoring Services
Student Management Evidence of Need: Measured Behavior: Baseline Data by Target Group: Goal:	**Student Centered Pedagogy (SD2, SD5)** ● Survey scholars for feedback on current lessons/units to increase their level of reference	**Student Centered Pedagogy (SD2, SD5)** ● Implementation of new SEL Curriculum in advisory **Multi-Tiered System of Supports (SD 2)** ● Re-design of SST and tools used to identify scholars (including credit earning and behavior reports and interventions) ● Use new Student Concern Form ● Implement new Pass system	**Multi-Tiered System of Supports (SD 2)** ● Use Skills for Success 2 class for scholars needing extra support transitioning to OALC ● Reteach PBIS Tier 1 DEN expectations each grading period **Student Centered Pedagogy (SD2, SD5)** ● Offer scholar opportunities for leadership and connection ○ Real Talk ○ GSA ○ SLT ○ Overcomes Group ● Access to virtual and in-person Calming Room as a strategy to de-escalate and re-engage in learning ● Offer flexible learning environment and spaces for scholars to work
Family Engagement Evidence of Need: Goal:	**Family and Community Engagement (SD1, SD3)** ● Add family / caregiver to PBIS committee Tier 1 (SD 1 and SD 3) **College and Career Readiness (SD3)** ● Provide opportunities for families to meet with the CRC/Family Engagement Specialist	**Family and Community Engagement (SD1, SD3)** ● Monitor and build capacity and systems for Family engagement coordinator position created / CRC counselor ● Scholar feedback loop to PBIS committee Tier 1 through engagement of SLT (SD 1 and SD 3)	**Family and Community Engagement (SD1, SD3)** ● Support Mental Health Awareness and resources for families and scholars ● Continue OALC Outreach newsletter to inform families of upcoming events ● Continue tours for prospective scholars

		● Analyze conference attendance data and surveys of families to identify ways to increase engagement and attendance **College and Career Readiness (SD3)** ● Increase outreach to families about post-secondary opportunities and college and career pathways by sharing a CRC website	**Multi-Tiered System of Supports (SD 2)** ● Continue Check & Connect ● Continue Mobile Food Pantry

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2024-25 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable)- in cont. improvement*

Graduation Rate
 	
All Students
 	
Basic Goal / Trans. Goal
 	
See attached addendum for more detailed information
 	
Dropout Rate
 	
All Students
 	
Basic Goal / Trans. Goal
 	
See attached addendum for more detailed information
 	
Credit Recovery
	Program Improvement Process (SD2)
	● Social Studies and Health/PE will review and adapt system evidence based practices in
	  ● Social Studies
	  ● Health-K-12
		Program Improvement Process (SD2, SD3, SD4)
		
		● Continue site visits to other ALCs to determine best practices
		● Pilot best practices from other sites
		● Licensed staff participation in monthly SDAS meetings and system professional development
		
		College and Career Readiness
		● Conduct and share alumni Interviews to inspire current scholars (SD 1 and SD 3)
			Program Improvement Process (SD2, SD3, SD4)
			● Use of mySAEBERS screener
			Professional Learning Team (SD2, SD3, SD4)
			● Continue and refine SEL curriculum in advisory
			● Continue PLT's to interest area work teams
			● Use credit calculator to help scholars self-monitor data and use as part of PLT process
			Student Centered Pedagogy (SD2, SD5)

All Students				

Basic Goal	Trans. Goal		● Invite speakers from vocational careers to visit our school during lunch (SD 3)	● Continue to embed EL strategies for translanguaging, decentering whiteness as an approach
				● Refine and continue to develop Cross-Content Units between content areas
				● Continue to partner with scholars to create and revise units that are personalized and specific to their needs while meeting standards
				● Refine and adapt Chemistry and Earth Science curriculum (SD 2)
				● Identity based lessons and culture lessons taught as required by district
				  ○ Indigenous History and Culture lessons
				  ○ Indigenous People's Day
				  ○ LGBTQIA+ lessons
				● E-Team and Equity Seminar focus to improve scholar achievement
				EL Co-Teaching/Coaching (SD 2)
				● Provide additional EL/scaffolding support through EL Co-Teaching and coaching (SD 2 and SD 5)
				
				Professional Learning Team (SD2, SD3, SD4)
				● Run advisory each grading period
				● Monitor Credit Earning Status
				● Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work
				Student Centered Pedagogy (SD2, SD5)
				● Continue to use CLEAR lesson planner when creating units

*See attached addendum for more detailed information

			College and Career Readiness ● Maintain OALC Graduate Recognition Wall and Senior Photo Shoot ● Provide bell/graduation ceremonies ● Offer MAAP Stars course for elective credit ● Attend/present at MAAP/NAAP Conference ● Continue TCR - Tomorrow's College Readiness and articulated classes (CCR) ● Acknowledge perfect credit earners with OALC spirit wear **Multi-Tiered System of Supports (SD 2)** ● Support scholars nearing graduation through Transition Skills class ● Support new scholars' entry to OALC through Skills for Success introductory course ● Provide daily Instructional ESP Tutoring Services
Student Management Evidence of Need: Measured Behavior: Baseline Data by Target Group: Goal:	**Multi-Tiered System of Supports (SD 2)** ● Inclusive Schools	**Student Centered Pedagogy (SD2, SD5)** ● Survey scholars for feedback on current lessons/units to increase their level of reference **Multi-Tiered System of Supports (SD 2)** ● Counseling program alignment with ASCA standards and requirements for RAMP certification	**Student Centered Pedagogy (SD2, SD5)** ● Continue SEL Curriculum in advisory **Multi-Tiered System of Supports (SD 2)** ● Manage SST and tools used to identify scholars (including credit earning and behavior reports and interventions) ● Use Student Concern Form ● Utilize Pass system

			● Use Skills for Success 2 class for scholars needing extra support transitioning to OALC
			● Reteach PBIS Tier 1 DEN expectations each grading period
			
			Student Centered Pedagogy (SD2, SD5)
			● Offer scholar opportunities for leadership and connection
			  ○ Real Talk
			  ○ GSA
			  ○ SLT
			  ○ Overcomes Group
			● Access to virtual and in-person Calming Room as a strategy to de-escalate and re-engage in learning
			● Offer flexible learning environment and spaces for scholars to work

Family Engagement Evidence of Need: Goal:		**Family and Community Engagement (SD1, SD3)** ● Refine and support family / caregiver to PBIS committee Tier 1 (SD 1 and SD 3) **College and Career Readiness (SD3)** ● Provide more opportunities for families to meet with the CRC/Family Engagement Specialist	**Family and Community Engagement (SD1, SD3)** ● Monitor and build capacity and systems for Family engagement coordinator position created / CRC counselor ● Scholar feedback loop to PBIS committee Tier 1 through engagement of SLT (SD 1 and SD 3) ● Analyze conference attendance data and surveys of families to identify ways to increase engagement and attendance **College and Career Readiness (SD3)** ● Increase outreach to families about post-secondary

			opportunities and college and career pathways by sharing a CRC website
			Family and Community Engagement (SD1, SD3)
			● Support Mental Health Awareness and resources for families and scholars
			● Continue OALC Outreach newsletter to inform families of upcoming events
			● Continue tours for prospective scholars
			Multi-Tiered System of Supports (SD 2)
			● Continue Check & Connect
			● Continue Mobile Food Pantry

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2025-26 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable)- in cont. improvement*

Graduation Rate
 All Students
 	
 Basic Goal / Trans. Goal
 	
 See attached addendum for more detailed information
 	
 Dropout Rate
 All Students
		Program Improvement Process (SD2)
		 ● Social Studies and Health/PE use evidence based practices in
		    ● Social Studies
		    ● Health-K-12
			Program Improvement Process (SD2, SD3, SD4)
			 ● Use of mySAEBERS screener
			
			 Professional Learning Team (SD2, SD3, SD4)
			 ● Continue and refine SEL curriculum in advisory

Basic Goal	Trans. Goal		
			● Continue PLT's to interest area work teams
*See attached addendum for more detailed information			● Use credit calculator to help scholars self-monitor data and use as part of PLT process
Credit Recovery			
All Students			**Student Centered Pedagogy (SD2, SD5)**
Basic Goal	Trans. Goal		● Continue to embed EL strategies for translanguaging, decentering whiteness as an approach
			● Refine and continue to develop Cross-Content Units between content areas
*See attached addendum for more detailed information			● Continue to partner with scholars to create and revise units that are personalized and specific to their needs while meeting standards
			● Refine and adapt Chemistry and Earth Science curriculum (SD 2)
			● Identity based lessons and culture lessons taught as required by district
			○ Indigenous History and Culture lessons
			○ Indigenous People's Day
			○ LGBTQIA+ lessons
			● E-Team and Equity Seminar focus to improve scholar achievement
			EL Co-Teaching/Coaching (SD 2)
			● Provide additional EL/scaffolding support through EL Co-Teaching and coaching (SD 2 and SD 5)
			Professional Learning Team (SD2, SD3, SD4)

			● Run advisory each grading period ● Monitor Credit Earning Status ● Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work **Student Centered Pedagogy (SD2, SD5)** ● Continue to use CLEAR lesson planner when creating units **College and Career Readiness** ● Maintain OALC Graduate Recognition Wall and Senior Photo Shoot ● Provide bell/graduation ceremonies ● Offer MAAP Stars course for elective credit ● Attend/present at MAAP/NAAP Conference ● Continue TCR - Tomorrow's College Readiness and articulated classes (CCR) ● Acknowledge perfect credit earners with OALC spirit wear **Multi-Tiered System of Supports (SD 2)** ● Support scholars nearing graduation through Transition Skills class ● Support new scholars' entry to OALC through Skills for Success introductory course ● Provide daily Instructional ESP Tutoring Services
Student Management Evidence of Need:		**Multi-Tiered System of Supports (SD 2)**	**Student Centered Pedagogy (SD2, SD5)**

Measured Behavior: Baseline Data by Target Group: Goal:		● Inclusive Schools PD and implementation	● Continue SEL Curriculum in advisory **Multi-Tiered System of Supports (SD 2)** ● Manage SST and tools used to identify scholars (including credit earning and behavior reports and interventions) ● Use Student Concern Form ● Utilize Pass system ● Use Skills for Success 2 class for scholars needing extra support transitioning to OALC ● Reteach PBIS Tier 1 DEN expectations each grading period **Student Centered Pedagogy (SD2, SD5)** ● Offer scholar opportunities for leadership and connection ○ Real Talk ○ GSA ○ SLT ○ Overcomes Group ● Access to virtual and in-person Calming Room as a strategy to de-escalate and re-engage in learning ● Offer flexible learning environment and spaces for scholars to work
Family Engagement Evidence of Need: Goal:			**Family and Community Engagement (SD1, SD3)** ● Continue to build capacity and systems for Family engagement coordinator position created / CRC counselor ● Continue scholar feedback loop to PBIS committee Tier 1 through

Graduation:

OALC Grads & Drops
Includes only students enrolled at OALC SH for at least 42 calendar days and if student group is n ≥ 5.

Grad & Dropout Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal

High School Graduation Rate (Six-Year Rate)

	2019 Results	2020 Results	2021 Results	2022 Basic Goal	2022 Trans. Goal	2022 Results	2023 Basic Goal	2023 Trans. Goal
All Students	49%	44%	36%	44%	52%	37%	45%	53%
Am Indian								
Asian								
Black	58%	48%	45%	52%	59%	39%	47%	54%
Hispanic	65%	31%		13%	25%			
White	29%	50%	47%	54%	60%	50%	56%	63%
Multiracial								
EL/ML	57%	36%		13%	25%	8%	20%	31%
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)						20%	30%	40%
Spec Ed						80%	83%	85%
F/R Lunch	49%	38%	35%	43%	51%	33%	41%	50%
Homeless	40%	36%		13%	25%	29%	38%	47%
Female	49%	63%	31%	39%	48%	43%	50%	57%
Male	49%	30%	40%	48%	55%	33%	41%	50%

High School Dropout Rate (Six-Year Rate)

	2019 Results	2020 Results	2021 Results	2022 Basic Goal	2022 Trans. Goal	2022 Results	2023 Basic Goal	2023 Trans. Goal
All Students	36%	52%	51%	44%	38%	47%	41%	35%
Am Indian								
Asian								
Black	31%	45%	50%	44%	38%	47%	41%	35%
Hispanic	25%	69%	50%	44%	38%	56%	49%	42%
White	50%	50%	29%	26%	22%	43%	38%	32%
Multiracial			86%					
EL/ML	29%	64%	50%	44%	38%	67%	59%	50%
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)						80%	70%	60%
Spec Ed						0%	0%	0%
F/R Lunch	35%	57%	55%	48%	41%	48%	42%	36%
Homeless	40%	55%				47%	41%	35%
Female	31%	33%	46%	40%	35%	39%	34%	29%
Male	40%	65%	54%	48%	41%	51%	45%	38%

Credit Recovery:

Credit Recovery Index

Due to the change in OALC credit record-keeping, a new method was developed to describe credit recovery, and it has been applied to the past three years and reported below. The Credit Recovery Index is the number of OALC credits earned, divided by credits needed minus credits earned elsewhere. This calculation allows reporting of student groups but not departments.

Credit Recovery Rate Index Color Coding	.10+ from Basic	.05 - .09 from Basic	.01 - .04 from Basic	<.01 from Basic	Met Basic Goal	Met Transformational Goal

OALC Credit Recovery Index

	2019-20 Results	2020-21 Results	2021-2022 Results	2022-2023 Results	2022-23 & 2023-24 Basic Goal	2022-23 & 2023-24 Trans. Goal
All Students	0.313	0.321	0.383	0.365	0.381	0.424
Grade 09				0.263	0.381	0.424
Grade 10	0.194	0.142	0.245	0.191	0.381	0.424
Grade 11	0.267	0.113	0.287	0.204	0.381	0.424
Grade 12	0.358	0.382	0.439	0.462	0.381	0.424
Am Ind	0.306		0.398	0.296	0.381	0.424
Asian	0.309		0.528	0.520	0.381	0.424
Black	0.337	0.309	0.339	0.288	0.381	0.424
Hispanic	0.206	0.312	0.292	0.359	0.381	0.424
White	0.391	0.356	0.551	0.508	0.381	0.424
Multiracial	0.245	0.366	0.235	0.267	0.381	0.424
EL/ML	0.194		0.251	0.423	0.381	0.424
ML Exited (2+Yrs)						
Non-Eng Not ML (5yrs)				0.399	0.381	0.424
Spec Ed	0.399	0.547	0.306	0.365	0.381	0.424
F/R Lunch	0.324	0.250	0.325	0.379	0.381	0.424
Homeless	0.292	0.216	0.215	0.341	0.381	0.424
Female	0.350	0.287	0.385	0.370	0.381	0.424
Male	0.300	0.367	0.380	0.361	0.381	0.424

Student Management:

Family Engagement: