

OALC 3-Year Operational Plan (2024-25; 2025-26; 2026-27)

[Link to last year's plan](#)

2024-25 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>	
Graduation Rate		<p>Program Improvement Process (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> ● Redesign of monthly SDAS meetings for licensed staff. ● Licensed staff participate in 10-minute Tuesdays and application of SDAS content ● Implement the new Continuous Learning Plan in advisory ● Re-establish SEL curriculum expectations in advisory <p>Professional Learning Team (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> ● Use of mySAEBERS screener to inform conversations in advisory ● Continue PLT's of interest area work teams <ul style="list-style-type: none"> ○ Advisory ○ Community, Accountability, Real Engagement ○ Equity (scholar focused) ○ Equity (Staff focused) ○ Student Tracking ○ Mental Health <p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> ● Embed EL strategies for translanguaging, decentering whiteness as an approach ● Title 1: 	<p>Professional Learning Team (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> ● Run advisory each grading period ● Monitor Credit Earning Status ● Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work <p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> ● Continue to use CLEAR lesson planner when creating units ● Identity based lessons and culture lessons taught as required by district <p>College and Career Readiness</p> <ul style="list-style-type: none"> ● 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 <p>Multi-Tiered System of Supports (SD 2)</p>	
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				
All Students				
Basic Goal	Trans. Goal			
*See attached addendum for more detailed information				

		<ul style="list-style-type: none"> ○ Expectations for cross-content “Power Units” ○ 10-min Tues and CER (Claim/Evidence/Reasoning) application ○ English “skills” support ○ Goal setting and reflection ● Partner with scholars to create and revise units that are personalized and specific to their needs while meeting standards ● Implementation of new Earth Science curriculum (SD 2) ● E-Team and Equity Seminar focus on using street data to improve scholar achievement <p>EL Co-Teaching/Coaching (SD 2)</p> <ul style="list-style-type: none"> ● Provide additional EL/scaffolding support through EL Co-Teaching and coaching (SD 2 and SD 5) 	<ul style="list-style-type: none"> ● 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 ● Check & Connect
<p><i>Student Management</i></p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>		<p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> ● Re-establish SEL curriculum expectations in advisory ● CARE PLT engagement with REAL Talk <p>Multi-Tiered System of Supports (SD 2)</p> <ul style="list-style-type: none"> ● Continue to adjust SST and tools used to identify scholars (including credit earning and behavior reports and interventions) ● Use of mySAEBERS screener to inform conversations in advisory ● Use new Student Concern Form ● Implement new Pass system & Phone expectations 	<p>Multi-Tiered System of Supports (SD 2)</p> <ul style="list-style-type: none"> ● Use of the Student Concern Form ● Consistent use of the Pass system and phone expectations ● Reteach PBIS Tier 1 DEN expectations each grading period <p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> ● Offer scholar opportunities for leadership and connection <ul style="list-style-type: none"> ○ Real Talk ○ GSA ○ SLT ○ Overcomers Group ● Access to virtual and in-person Calming Room as a strategy to de-escalate and re-engage in learning

			<ul style="list-style-type: none"> ● Offer flexible learning environment and spaces for scholars to work
Family Engagement		Family and Community Engagement (SD1, SD3)	Family and Community Engagement (SD1, SD3)
Evidence of Need:		<ul style="list-style-type: none"> ● Monitor and build capacity and systems for Title 1 position <ul style="list-style-type: none"> ○ External opportunities to engage families ○ Partner with FACE for community experts ● Increase use of translation services for communications ● Scholar feedback loop to PBIS committee Tier 1 through engagement of SLT (SD 1 and SD 3) ● CARE PLT will provide surveys to families during conferences to identify ways to increase engagement and attendance 	<ul style="list-style-type: none"> ● Continue use of talking points for communication in home language ● 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
Goal:		College and Career Readiness (SD3) <ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ● Continue Check & Connect ● Continue Mobile Food Pantry ● Continue clothing closet

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

1. Create safe, welcoming, and inclusive learning environments 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 <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>												
<p>Graduation Rate</p> <p>All Students</p> <table border="1" data-bbox="65 289 485 418"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*No data available at this time</p> <p>Dropout Rate</p> <p>All Students</p> <table border="1" data-bbox="65 532 485 662"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p> <p>Credit Recovery</p> <p>All Students</p> <table border="1" data-bbox="65 776 485 906"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal			Basic Goal	Trans. Goal			Basic Goal	Trans. Goal				<p>Program Improvement Process (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> Consider 24-25 redesign of monthly SDAS meetings for licensed staff and implement feedback <p>Professional Learning Team (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> Examine effectiveness of PLT interest areas continue to adjust <p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> Continue to refine Title 1 position and supports for curriculum E-Team and Equity Seminar focus on using street data to improve scholar achievement 	<p>Professional Learning Team (SD2, SD3, SD4)</p> <p>Run advisory each grading period</p> <ul style="list-style-type: none"> Monitor Credit Earning Status Use of mySAEBERS screener to inform conversations in advisory <p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> Continue to use CLEAR lesson planner when creating units Identity based lessons and culture lessons taught as required by district <p>College and Career Readiness</p> <ul style="list-style-type: none"> 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 <p>Multi-Tiered System of Supports (SD 2)</p> <ul style="list-style-type: none"> Support scholars nearing graduation through Transition Skills class Support new scholars' entry to OALC through Skills for Success introductory course
Basic Goal	Trans. Goal														
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			<ul style="list-style-type: none"> ● Provide daily Instructional ESP Tutoring Services ● Check & Connect EL Co-Teaching/Coaching (SD 2) <ul style="list-style-type: none"> ● Provide additional EL/scaffolding support through EL Co-Teaching and coaching (SD 2 and SD 5)
<i>Student Management</i> Evidence of Need: Student Behavior: Baseline Data by Target Group: Goal:		Student Centered Pedagogy (SD2, SD5) <ul style="list-style-type: none"> ● Examine CARE PLT and connection with REAL Talk for effectiveness and additional opportunity Multi-Tiered System of Supports (SD 2) <ul style="list-style-type: none"> ● Continue to adjust SST and tools used to identify scholars 	Multi-Tiered System of Supports (SD 2) <ul style="list-style-type: none"> ● Use of the Student Concern Form ● Consistent use of the Pass system and phone expectations ● Reteach PBIS Tier 1 DEN expectations each grading period ● Use of mySAEBERS screener to inform conversations in advisory Student Centered Pedagogy (SD2, SD5) <ul style="list-style-type: none"> ● SEL Curriculum in advisory ● Offer scholar opportunities for leadership and connection <ul style="list-style-type: none"> ○ Real Talk ○ GSA ○ SLT ○ Overcomers 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
<i>Family Engagement</i> Evidence of Need: Goal:		Family and Community Engagement (SD1, SD3) <ul style="list-style-type: none"> ● Continue to build capacity and systems for Title 1 position ● Continue to examine systems used by CARE PLT during conferences to identify ways to increase engagement and attendance 	Family and Community Engagement (SD1, SD3) <ul style="list-style-type: none"> ● Continue use of talking points and translation services for communication in home language

		<p>College and Career Readiness (SD3)</p> <ul style="list-style-type: none"> ● Inform scholars and families of the new pathway options available as part of CTE work 	<ul style="list-style-type: none"> ● 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 <p>Multi-Tiered System of Supports (SD 2)</p> <ul style="list-style-type: none"> ● Continue Check & Connect ● Continue Mobile Food Pantry ● Continue clothing closet <p>College and Career Readiness (SD3)</p> <ul style="list-style-type: none"> ● Increase outreach to families about post-secondary opportunities and college and career pathways by sharing a CRC website
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

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3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
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2026-27 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>												
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Basic Goal	Trans. Goal														
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<p><i>Student Management</i></p>		<p>Student Centered Pedagogy (SD2, SD5)</p>	<p>Multi-Tiered System of Supports (SD 2)</p>
<p>Evidence of Need:</p>		<ul style="list-style-type: none"> ● Examine CARE PLT and connection with REAL Talk for effectiveness and additional opportunity 	<ul style="list-style-type: none"> ● Use of the Student Concern Form
<p>Student Behavior:</p>		<p>Multi-Tiered System of Supports (SD 2)</p>	<ul style="list-style-type: none"> ● Consistent use of the Pass system and phone expectations
<p>Baseline Data by Target Group:</p>		<ul style="list-style-type: none"> ● Continue to adjust SST and tools used to identify scholars 	<ul style="list-style-type: none"> ● Reteach PBIS Tier 1 DEN expectations each grading period
<p>Goal:</p>			<ul style="list-style-type: none"> ● Use of mySAEBERS screener to inform conversations in advisory <p>Student Centered Pedagogy (SD2, SD5)</p> <ul style="list-style-type: none"> ● SEL Curriculum in advisory ● Offer scholar opportunities for leadership and connection <ul style="list-style-type: none"> ○ Real Talk ○ GSA ○ SLT ○ Overcomers 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		Family and Community Engagement (SD1, SD3) <ul style="list-style-type: none"> Continue to build capacity and systems for Title 1 position Continue to examine systems used by CARE PLT during conferences to identify ways to increase engagement and attendance College and Career Readiness (SD3) <ul style="list-style-type: none"> Encourage and support scholars and families participating in the new pathway options available at the comprehensive sites 	Family and Community Engagement (SD1, SD3) <ul style="list-style-type: none"> Continue use of talking points and translation services for communication in home language 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) <ul style="list-style-type: none"> Continue Check & Connect Continue Mobile Food Pantry Continue clothing closet College and Career Readiness (SD3) <ul style="list-style-type: none"> Increase outreach to families about post-secondary opportunities and college and career pathways by sharing a CRC website
Evidence of Need:			
Goal:			

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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)**

Graduation Rate:

OALC Grads & Drops

Includes only students enrolled at OALC SH for at least 42 calendar days and if student group is $n \geq 5$.

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
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High School Graduation Rate (Six-Year Rate)

	2020 Results	2021 Results	2022 Results	2023 Basic Goal	2023 Trans. Goal	2023 Results	2024 Basic Goal	2024 Trans. Goal
All Students	44%	36%	37%	45%	53%	44%	51%	58%
Am Indian								
Asian						60%	65%	70%
Black	48%	45%	39%	47%	54%	34%	42%	51%
Hispanic	31%					60%	65%	70%
White	50%	47%	50%	56%	63%	47%	54%	60%
Multiracial								
EL/ML	36%		8%	20%	31%	63%	68%	72%
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)			20%	30%	40%	43%	50%	57%
Spec Ed			80%	83%	85%			
F/R Lunch	38%	35%	33%	41%	50%	42%	49%	57%
Homeless	36%		29%	38%	47%			
Female	63%	31%	43%	50%	57%	50%	56%	63%
Male	30%	40%	33%	41%	50%	37%	45%	53%

Dropout Rate:

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 Dropout Rate (Six-Year Rate)								
	2020 Results	2021 Results	2022 Results	2023 Basic Goal	2023 Trans. Goal	2023 Results	2024 Basic Goal	2024 Trans. Goal
All Students	52%	51%	47%	41%	35%	42%	37%	32%
Am Indian								
Asian						33%	29%	25%
Black	45%	50%	47%	41%	35%	44%	39%	33%
Hispanic	69%	50%	56%	49%	42%	30%	26%	23%
White	50%	29%	43%	38%	32%	47%	41%	35%
Multiracial		86%						
EL/ML	64%	50%	67%	59%	50%			
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)			80%	70%	60%			
Spec Ed								
F/R Lunch	57%	55%	48%	42%	36%	42%	37%	32%
Homeless	55%		47%	41%	35%	64%	56%	48%
Female	33%	46%	39%	34%	29%	35%	31%	26%
Male	65%	54%	51%	45%	38%	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
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OALC Credit Recovery Index								
	2020-21 Results	2021-2022 Results	2022-2023 Results	2023-24 Basic Goal	2023-24 Trans. Goal	2023-2024 Results	2024-25 Basic Goal	2024-25 Trans. Goal
All Students	0.321	0.383	0.365	0.381	0.424	0.405	0.414	0.460
Grade 09			0.263	0.381	0.424		0.414	0.460
Grade 10	0.142	0.245	0.191	0.381	0.424	0.302	0.414	0.460
Grade 11	0.113	0.287	0.204	0.381	0.424	0.293	0.414	0.460
Grade 12	0.382	0.439	0.462	0.381	0.424	0.461	0.414	0.460
American Indian		0.398	0.296	0.381	0.424	0.374	0.414	0.460
Asian		0.528	0.520	0.381	0.424	0.508	0.414	0.460
Black	0.309	0.339	0.288	0.381	0.424	0.326	0.414	0.460
Hispanic	0.312	0.292	0.359	0.381	0.424	0.428	0.414	0.460
White	0.356	0.551	0.508	0.381	0.424	0.582	0.414	0.460
Multiracial	0.366	0.235	0.267	0.381	0.424	0.386	0.414	0.460
EL/ML		0.251	0.423	0.381	0.424	0.372	0.414	0.460
ML Exited (2+Yrs)				0.381	0.424		0.414	0.460
Non-Eng Not ML (5yrs)			0.399	0.381	0.424	0.471	0.414	0.460
Spec Ed	0.547	0.306	0.365	0.381	0.424	0.403	0.414	0.460
F/R Lunch	0.250	0.325	0.379	0.381	0.424	0.401	0.414	0.460
Homeless	0.216	0.215	0.341	0.381	0.424	0.322	0.414	0.460
Female	0.287	0.385	0.370	0.381	0.424	0.425	0.414	0.460
Male	0.367	0.380	0.361	0.381	0.424	0.386	0.414	0.460

Student Management:

Family Engagement:

