



COLTON REDLANDS YUCAIPA  
REGIONAL OCCUPATIONAL PROGRAM  
Inspiring Possibilities

# Strategic Action Plan

## 2021-2022

Board approval date: October 13, 2021

## Strategic Action Plan 2021 Attendees:

### *Monday, June 14 2021*

Alex Becerra, Instructional Technology Facilitator  
 Ryan Birk, Maintenance Operations and Safety Coordinator  
 Christian Bonilla, Teacher/Animation and Video Game Design  
 Julie Castillo, Teacher/Mental Health  
 Marta Chavez, Teacher/Medical Services Occupation  
 Elizabeth Fregoso, Career Readiness Specialist  
 Christine Hernandez, Program Support Specialist  
 Lrod Jara, Teacher/Cybersecurity  
 Aaron Nagy, Teacher/Public Service  
 Norma Nuno, Employment Placement Specialist II  
 Alma Orozco, Human Resources Specialist  
 Kathy Quiggle, Program Support Specialist  
 Erika Sherman, Employment Placement Specialist II  
 Christine Stephens, Executive Administration Assistant  
 Alexis Tygart, Teacher/Middle School Career Exploratory  
 Tom Wurz, Teacher/Graphic Communications  
 Tracie Zerpoli, Superintendent

### *Tuesday, June 15 2021*

Breeanna Allenbach, Accounting Technician  
 David Aman, Community Recruiter  
 Maria Cutz, Payroll Specialist  
 James Hattar, Community Recruiter  
 Hesham Diab, Program Manager  
 Melissa Dix, Director of Educational Services  
 Min Gonzalez, Director of Business Services  
 Sandra Horvatich, Information Technology and Communications Manager  
 Laura Koger, Human Resources Manager  
 Sandy Mortensen, Director of Student Services  
 Alma Orozco, Human Resources Specialist  
 Lynnae Pattison, Special Projects Manager  
 Donna Robinson, Program Manager  
 Ellen Sampong, Curriculum Developer  
 Christine Stephens, Executive Administration Assistant  
 Tracie Zerpoli, Superintendent

<i>Timeline of Events</i>	
June 14 and 15, 2021	Selected staff attended action planning
July 29, 2021	Fall In-Service: All Staff Discuss SAP
August 26, 2021	Mission and Vision Committee
September 1, 2021	Mission and Vision Survey Deadline
September 7, 2021	SAP Goals Committees
October 13, 2021	2021-2022 SAP Approval by Board

## ***Vision Statement***

Inspiring career possibilities for all students.

## ***Mission Statement***

Preparing students for high demand careers by providing exceptional Career Technical Education programs influenced by business and industry.



**CRY-ROP's**

**S. T. O. R. Y**

# Strengths

<p>Adaptable            Advocacy of Superintendent/Sacramento            Affordable adult programs            Articulation            Board of Education            Business partnerships and connection            Career Readiness            Collaborative            College credit            Communication between ROP and the school site            Community Classroom            Community relationships and connection            Comradery            Creative            Career Readiness Specialists            CTE TEACH            CTE Training is high quality            Culture            Curriculum            Customer Service is outstanding            Diverse industry and backgrounds            Diversity            Employability            Employability skills            Encouragement            Enrollment            Employment Placement Specialists- helpful            Family atmosphere            Facilities assistance            Flexibility            Figuring it out before everyone else            Food</p>	<p>Forward thinking            Fun            GenGo! program            Good intentions            Hands on training and experience            Heart in what we do            Help students find a future career path            HR onboarding process            Industry-based teachers            Industry connections and partners            Industry relevance            Innovative            Job placement            Knowledgeable teachers            Leadership            Leadership/state agencies            Mentorship            Nimble, quick Nurturing            Open-door Policy            Open-minded            Out-of-the-box thinking and creativity            Partnerships            Pathway completion certificates            Pathways are diverse            Professional development            Program quality            Progressive            Promotions from within            Purposeful            Reach out to those in need            Recognition            Relationships are many and solid            Relevance            Reputation in community</p>	<p>Respected            Responsiveness/flexibility Resources            Scholarships            Smart            Spirit of teamwork            Staff, including teachers are caring            Staff are helpful            Staff grit            Strong ties to community            Student Ambassadors            Student-driven            Student internships            Student opportunities            Student outcomes            Student pride and work ethic            Students finish programs            Students love our classes/programs            Supplies and materials            Support from our Board and our School Districts            Teach essential skills            Teachers passionate            Teachers become mentors            Teachers connect with the students            Teamwork            Technology, cutting edge            TIP Trainings            UC a-g credit for specific ROP Classes            You matter/your voice            We believe in our vision and mission            Well-known            Willingness to step out of comfort zone            Workability</p>
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# Tackle

<p>Administration and site teams working together more often          Advisory meetings – make smaller          Articulated Courses increase          Be proactive vs reactive          Benefit Bridge not user-friendly          Branding/marketing of CRY-ROP          Budgets - Continue to align          Certificates for all programs          Clear up roles/responsibilities of positions          Collaboration across departments          Communication about budgets in and between departments          Communication with subject like teachers          Communicate with counselors about what we teach and enrolling students          Communication is not an excuse/mutual responsibility          Community Partnerships          Community Recruiters, define duties          COVID-19 tests and vaccines          CRS quantity of tasks          Curriculum training for teachers          Data accessibility and data collection from teachers          Diversity in positions          Effective planning for big events          Empower non-management staff          Expand adult ROP programs and offer more support          Emails, too many          Field Trips for smaller classes          Financial support and resources for Career Centers and CRSs          Flexibility with pathway and course completions          Follow district plans/directions          Follow and document more processes          Follow through with what we offer (articulation)          Funding          Getting in each other's way          Getting our success out          Increase dollars in Education Foundation for students</p>	<p>Innovation: how we use our facilities and resources          Internships and work placements for students          Lead teacher on each campus not the same as the mentor teacher Lesson plans more cohesive          Look at district employees benefits          Middle school CTE programs incorporated into HS programs          Middle school students connecting their class to HS and their future          No clear certification for public services          Not well known on high school campus amongst staff          Number of subjects teacher teach; should not exceed more than 2          Pathways that involve multiple teachers are not good for students          Pending orders and projects          Planning and follow through          Professional Development increase for all staff          Plan to recruit more students          Promote social media within classrooms          Pursue opportunities for student scholarships          Relationships between site staff and office staff          Review and assign time for processes          Same pay scale as partner districts          Sharing students' voices          Simplify wording on website          Standardize technology          Stay in your lane          Student completers need to be increased          Student internships/community classroom/micro internships to be increased          Teacher collaboration on campus and involvement with campus culture          Teacher training for advanced/specialized equipment          Teacher turnover rate          Transition high school students to adult programs          Transparency          Tuition Reimbursement          Update course curriculum more often          Update textbooks          Clarify work experience vs internship          "We've always done it this way"</p>
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# Outside Factors

**A:** Adult Schools, Administration, Advisory Boards, Automation, Apathy, Application Process, Attitudes toward CTE, Authority, Alignment w/Post-Secondary, Academic Elitism, A-G, Articulation, Area, Availability, Acceptable, Autonomy, Advocacy, Arguments, Assignment monitoring, Accidents

**B:** Business, Budget, Business/Industry Trends, Bias of CTE, School Boards, Birth Rate, Bills (Senate/Assembly), Blue Collar Employment, Board of Education, Best Practices, Board approval, Buy in, Business partnership, Balance, Best

**C:** COVID-19, College Partnerships, Charter Schools, Credentialing, Capacity, CDE, Competition, Cool Stuff, CTA, Cash, Community College, Curriculum, CCCC/CDE Leaders, Congress, CAJPJAC, CCI, Colton Joint USD, CTE TEACH, Connections to Community, Counselors, County, Cabinet, Collaboration, Competence, Community, COLA, Commitments, Climate, Chamber of Commerce, County problems

**D:** Dual Enrollment, Districts, Needs and Spending Priorities, Degree Requirements, Data, Department of Finance, Digital Devices, Declining Populations, Demographics, Donors, Deadlines, Development, Distance, Details, Disasters, Drought, Departments, Demonstrations, Distractions, Declining enrollment

**E:** Employees, Economy, Enrollment, Education, Environment, Exposure, Elections, Expectations, Economic Cycles, Employers, Equity, Education Policy, Equality, Ethics, Eligibility, Events, Education standards, Expedite, Executives

**F:** Funding, Foundations, Fuel Costs, Facilities, financial, Flexibly, Fertility rates, Federal Funding, Feelings, Favoritism, Foreign country attacks

**G:** Governor, Grants, Generational Differences, Global Warming, Grant Complexities, Geography, GenGo! Gate keepers, Governing Board, Gas prices

**H:** House of Representatives, Hiring Deficits, Hierarchy, Housing Market, High-Quality Pathways, Higher Ed, High-Speed Rail, Help, Housing, Hospitals, Hazards, History, HR, Homelife, HIPPA with response to pandemic, Holidays, Health

**I:** Industry, Involvement of stakeholders, Initiative, Interests, Innovation, Immigration, Ignorance, Internal Dialogue, Initiatives, Incentive Grant, Industrial Requests, Interest Groups, Income, Inflation, Internships, Internet access, Instructional designs, Incentives, IEDRC

**J:** Job Market, JPA Agreements, Judicial, Judgment, Jurisdiction, Just About Anything, Journalists/ism, Joining, Jump through hoops, JVTA

**K:** K-12 Education Partners, Knowledge Requirements, Kids, K12SWF, Knowledge Deficit

**L:** Legislators, LCAP, LEA, Legislation, Labor Market, LCFF, Labor Laws, Local Government, Love, Laws, Lack of Specific Jobs, Leases, Leadership Changes, Legalities, Liabilities, Locations, LinkedIn, Law enforcement, Learning disabilities, Limitations, Leveraged resources, Life challenges, Land

**M:** Manufacturing, Millennials, Money, Media, Movies, Market Condition, Methodologies of Accepted Practices, Master Schedules/Agreements, Meetings, Medical

**N:** Numbers, Needs, Nonmembers, New positions/fields, New Supt., Not School, NGOs, National Policy, Nano Technology, Natural Disasters, Negative, Nurses, Nonsense, National, Networking, Negotiations, Norms

**O:** Organizations, Opportunities, Online Training, Optics, Outlook of Employment, Opposing Views, Other things to do, Opinions, Outside Influences, Operating Costs, Opponents, Options, Onboarding, Outlook, Outcome, Ownership, Occupations, Office 365

**P:** Pandemic, Priorities, Pathways, Pre-Certification, Politics, Parents, Prop 98, President, Perception, Public Opinion, Perkins, Post-Secondary System, Peers, Population Changes, Political Landscape, Population, Partnerships, Pop Culture, Public Relations, Policy Priorities, Parent Opinions, Programs

**Q:** Quality Programming, Quantify Results, Quotas (data), Quality Food, Quality Assurance, Qualifications, Qualifiers, qualified teachers

**R:** Representatives, Regulations, Resources, Relationships, Robotics, Restrictions, Respect for CTE, Relevance of Courses, Revenue, Republicans, Recreation, Retirements, Regional Delivery, Research, Recognized Industry Credentials, Redlands USD, Responsibilities, Reimbursement, Regional, Reliability, Ransomware

**S:** Students, State, Senate, Strategies, Strong Workforce, Staffing, SBE, Stakeholders, State Economy, Standards, Sports, Subs, School Administrators, Student Diversity, Superintendent of Schools, Statistics, Sources, Social Media, Stipend, SBCSS, Sustainability, State regulations, Stigma, Software

**T:** Training, Teacher Credentialing, Technology, Time, Testing Assessment, Treasury Office, Title 1, Technology Pacing with Funding, Television, Teachers, Taxes, Tracking, Telecommuting, Trends, Teaching to the world on distance learning

**U:** Universities, Unemployment, USD, Understanding Universities Costs & ROI, UCOP, UC a-g, Under-Privileged Populations, Urban Housing, Unions, Universal Standards, Underfunded, Universal, Uncertainties, Unavailability

**V:** Vocations, Values, Value of CTE, Vaccinations, Vital Resources, Variables (Unknown), Visibility, Volume, Vendors, Volunteers, Vulnerable populations, Vision

**W:** Workforce Trends, Work Based Learning, WIOIA, White Collar Jobs, World, Wages, WASC, Wellness, Wallet, Workorders, Waiting time, Weather, Word of mouth

**X:** Xerox, Xylitol, X-Ray Technician, EXtra Money, Xenophobia

**Y:** Youth Interests/Trends, Youth Camps, Yemen

**Z:** Zero Money, Zoologists, Zig Zags, Zombies, Zerpoli, Zoom, Zip codes

# Relationships

*(Recommended)*

Business/Industry

Community

**Counselors**

District partners

Employee/employer

**Parents**

Students

*(Other)*

*CDE*

*Colleges*

*District Teachers*

*Elected Officials*

*Government*

*Staff*

*State Board of Education*



# Yes Moments

<p>5% raise/salary            9/80 Schedule            Alignment of retirement/payroll            Advisories            Approved \$100,000.00 for Construction class            Ambassadors            Board meetings            Board members emailing/messaging appreciation            Building purchase            Budget Development            Business partners            Clean audit            CNA students certified            COLA paid            Collaboration of Payroll and HR            Collaboration opportunities            College articulation renewals            Confidentiality            Connection with students            Corvette West scholarship winners            CRSs helping teachers            CTE Teach is global            CTEIG and Strong Workforce Grants            Curriculum Developer finishes a new course            Distance learning            Districts approving Joint Powers Agreement            District new pathway program requests            Education Foundation            Encouraging words from management            Employment Placement Specialists            Engaged Governing Board            Evening of Excellence and student awards            Everyone attending in-service</p>	<p>First generation student enrollment in college            Former students become employed            Former WIOA student promoted to manager            Friendships            Good academic progress            Grant funding            Innovation            In-house staff promotions            Previous employees promote CRY-ROP            Legacy tree            New equipment            Orangewood HS Rube Goldberg winners            Organizational flexibility            Partnerships            Pay increase            Pharmacy student promoted to manager            Program Support Specialists            Professional Development            Promotions from within            Positive end balance            Referrals from former students            Showcase events            Social media            Software and hardware working            Sophos training: 100% first attempt            Staff and student thank you notes            Staff who are alumni            Students complete skills            Students connect with each other            Students engaging on their own            Students teach skills or lessons to classmates</p>	<p>Students share with parents            Students going to college            Students having an actual plan after graduation            Students share success stories            Student portfolios            Student in U of R neuropsychic program            Student transitioning to employment programs            Student continue education after CRY-ROP            Students earn articulation credit            Students get jobs            Students hired from Work Placements            Student success stories            Successful chamber meetings/networking            Teacher appreciation program            Survived COVID-19            Teacher Binder site            Teachers using ICT advice            Technology            Teacher Induction Program (TIP)            Teacher Induction Program bootcamp            Very first communications meeting            Vaccine opportunity            VPN – Technology for students            Work order completed</p>
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# Strategic Action Plan GOALS for 2021-2022

## **DATA**

Develop processes to obtain, identify, and analyze quantitative and qualitative organizational and student data for continuous improvement.

## **COMMUNICATION**

Require purposeful communication among all partners that is delivered in both directions while maintaining a unified message.

## **CURRICULUM**

Establish curriculum processes that align with industry and academic standards, support labor market demands and are uniform across all districts.

**Colton-Redlands-Yucaipa ROP  
SCHOOL-WIDE ACTION PLAN**

July 2021 through June 2022

**Colton-Redlands-Yucaipa ROP**

**SCHOOL-WIDE ACTION PLAN: Goal 1**

**GOAL: Data** – Develop processes to obtain, identify and analyze quantitative and qualitative organizational and student data for continuous improvement.

**RATIONALE: Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students’ and employers’ needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.

<b>ACTION STEPS</b> <i>(Task)</i>	<b>TARGET DATE</b> <i>(Completed)</i>	<b>PERSON(S) RESPONSIBLE</b> <i>(Lead)</i>	<b>MEANS TO ASSESS IMPROVEMENT OUTCOME</b> <i>(How)</i>	<b>MEANS TO REPORT</b> <i>(What is the Proof?)</i>	<b>STATUS</b> <i>(Completed, In-Progress, or Put on Hold)</i>
Identify organizational and student data to collect information that meets local, state and federal requirements.	11/1/21	Data Analyst  Colton HS Career Readiness Specialist	<ul style="list-style-type: none"> <li>• Create a data spreadsheet.</li> <li>• Identify 10 data priority areas to collect, track, and report data for 2021-2022.</li> <li>• Create a biennial review template.</li> </ul>	Spreadsheet containing priority data including who is responsible and which will be cross walked against the state’s metrics for accountability.	In-progress
Develop comprehensive system/plan to collect/manage data (figure out the “how and who”).	2/1/22	ICT Manager  Special Projects Manager	<ul style="list-style-type: none"> <li>• Using the data spreadsheet, identify and document how, who and where the data will be collected and stored.</li> <li>• Identify possible gaps in the ability to collect the data.</li> </ul>	Written process of collecting data and then present to leadership.	In-progress
Ensure the data is collected accurately and on time; then identify gaps and present data.	7/1/2022	Director of Student Services Director of Education Services	<ul style="list-style-type: none"> <li>• Create timeline of data collection.</li> <li>• Understand the data collection system and share with Leadership.</li> <li>• Address the collection processes.</li> <li>• Disseminate results of the data collection.</li> </ul>	Documented timeline and accurate data.  Biennial reports (5).  Facts at a Glance.	In-progress

**Colton-Redlands-Yucaipa ROP**  
**SCHOOL-WIDE ACTION PLAN**  
**July 2021 through June 2022**

Colton-Redlands-Yucaipa ROP

**SCHOOL-WIDE ACTION PLAN: Goal 2**

**GOAL: COMMUNICATION** – Require purposeful communication among all stakeholders that is delivered in both directions while maintaining a unified message.

**RATIONALE - Intentional Recruitment, Outreach, and Communication** should reflect an understanding of students’ and employers’ needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high-quality college and career pathway programs. CRY-ROP’s benefits must be validated and made more widely known to staff, students, parents, educators, counselors, community members, business and industry and policymakers.

<b>ACTION STEPS</b> <i>(Task)</i>	<b>TARGET DATE</b> <i>(Completed)</i>	<b>PERSON(S) RESPONSIBLE</b> <i>(Lead)</i>	<b>MEANS TO ASSESS IMPROVEMENT OUTCOME</b> <i>(How)</i>	<b>MEANS TO REPORT</b> <i>(What is the Proof?)</i>	<b>STATUS</b> <i>(Completed, In-Progress, or Put on Hold)</i>
Create unified communication plan including addressing gaps in communication between internal and external groups; the plan includes measuring results to ensure efficiency and will be updated once a year.	<b>5/15/22</b>	Education Administration Assistant  Human Resource Specialist  Citrus Valley HS Career Readiness Specialist	<ul style="list-style-type: none"> <li>• Research communication plans from SBCSS, ROPs, 3 partner districts.</li> <li>• Informally survey staff to identify specific gaps.</li> <li>• Draft a proposed outline to include information from other committee members.</li> <li>• Share plan with Board Members and Staff.</li> </ul>	Completed plan.  Collected feedback to determine if communication has improved.	In-progress
Create tasks to be included in the Communication plan that address internal communication deficiencies that affect organizational culture.	<b>12/1/21</b>	Colton JUSD Program Manager  Maintenance, Operations, and Safety Coordinator  Bloomington HS Career Readiness Specialist	<ul style="list-style-type: none"> <li>• Convene a group of staff to include representation from multiple departments to determine communication deficiencies.</li> <li>• Brainstorm strategies to increase organization effectiveness.</li> <li>• Present to leadership team and staff.</li> </ul>	List of actionable steps to include solutions which will be addressed in the communication plan.	In-progress

	Develop 4 unique CTE messages for education partners, parents, students and district partners to ensure uniformity in messaging.	<b>11/1/21</b>	Superintendent  Redlands East Valley HS Career Readiness Specialist	<ul style="list-style-type: none"> <li>• Convene a small committee of different staff.</li> <li>• Research California State CTE plan.</li> <li>• Review the current dashboard for each district.</li> <li>• Create the 4 messages.</li> </ul>	Printed messages.	In-progress
	Conduct research from specific partners (counselors and parents) regarding our organizational goals, effectiveness and communication methods; then make suggestions for improvement.	<b>5/1/22</b>	Online Program Specialist  Instructional Technology Facilitator	<ul style="list-style-type: none"> <li>• Create tool with questions for partners to gather input.</li> <li>• Disseminate tool to collect data.</li> <li>• Analyze the data.</li> <li>• Present data to other communication committee members.</li> <li>• Present to leadership for possible solutions.</li> </ul>	A documented process to effectively collect information and input from our partner districts.	In-progress

**Colton-Redlands-Yucaipa ROP**  
**SCHOOL-WIDE ACTION PLAN**  
**July 2021 through June 2022**

**Colton-Redlands-Yucaipa ROP**

**SCHOOL-WIDE ACTION PLAN: Goal 3**

**GOAL: CURRICULUM** – Establish curriculum processes that align with industry and academic standards, support labor market demands and are uniform across all districts.

**RATIONALE – High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.

<b>ACTION STEPS</b> <i>(Task)</i>	<b>TARGET DATE</b> <i>(Completed)</i>	<b>PERSON(S) RESPONSIBLE</b> <i>(Lead)</i>	<b>MEANS TO ASSESS IMPROVEMENT OUTCOME</b> <i>(How)</i>	<b>MEANS TO REPORT</b> <i>(What is the Proof?)</i>	<b>STATUS</b> <i>(Completed, In-Progress, or Put on Hold)</i>
Subject-like teachers will meet regularly across the districts to collaborate on curriculum, instructional practices and industry advisories.	6/1/22	Special Projects Coordinator	<ul style="list-style-type: none"> <li>Identify subject-like teachers.</li> <li>Contact subject-like groups (5).</li> <li>Create a meeting structure to include timing, location, agenda, participants, and outcomes.</li> <li>Analyze the outcomes of the structure.</li> <li>Share out the results with teachers, leadership and eventually statewide partners.</li> </ul>	<p>Documented process of industry sector collaboration.</p> <p>Calendar with dates of meetings with participants listed</p> <p>List of successes and challenges.</p>	In-progress
Each year conduct half of CRY-ROP industry advisory meetings in house while the other half are offered as regional advisories. Included are: Teachers, CRSs, parents, district staff, business and industry, board members and a student.	4/1/22	Community Recruiter  Grand Terrace HS Career Readiness Specialist	<ul style="list-style-type: none"> <li>Calendar pathway advisories to be held at CRY-ROP bi-annually coordinating with the curriculum developer and the subject-like teacher schedule.</li> <li>Plan and host CRY-ROP curriculum advisories.</li> <li>Identify and partner with community colleges and other ROPs to plan and host regional advisory meetings.</li> </ul>	Meeting calendar and meeting minutes of the CRY-ROP hosted advisories.	In-progress

<p>Biennial revision of course outlines based on advisory and teacher input to ensure that curriculum is current, relevant, and meets industry standards.</p>	<p><b>7/1/22</b></p>	<p>Curriculum Developer</p>	<ul style="list-style-type: none"> <li>• Calendar course outlines to be reviewed every two years by coordinating with the advisory schedule and the subject-like teacher schedule.</li> <li>• Coordinate time at the subject-like teacher meetings to discuss curriculum updates.</li> <li>• Attend the specific industry sector advisory meetings where the course outlines are scheduled to be updated.</li> <li>• Update/write course outlines using data collected from the advisory meetings and the teacher industry sector meetings.</li> </ul>	<p>Revised course outlines with input from teachers and business members as reflected in the curriculum review calendar.</p>	<p>In-progress</p>
<p>Develop a process of issuing ROP pathway completer certificates and pilot a sample group of students.</p>	<p><b>2/1/22</b></p>	<p>Redlands USD Program Manager  Data Analyst  Redlands USD Program Support Specialist</p>	<ul style="list-style-type: none"> <li>• Convene a committee to develop the process.</li> <li>• Define pathway completion based on the California dashboard's criteria and the methods in which it is tracked.</li> <li>• Research other ROCPs certificates.</li> <li>• Set up the process of producing the certificate.</li> <li>• Pilot the process of issuing certificates.</li> </ul>	<p>A documented process of issuing certificates and a sample certificate of pathway completion.</p>	<p>In-progress</p>
<p>Create a Work-Based Learning (WBL) process for student internships with the goal of including 5 teachers and placing 50 students for the summer of 2022.</p>	<p><b>7/1/22</b></p>	<p>Community Recruiter  Yucaipa HS Career Readiness Specialist</p>	<ul style="list-style-type: none"> <li>• Define work-based learning based on the California dashboard's criteria and the methods in which WBL is tracked.</li> <li>• Review and update the current Community Classroom Manual.</li> <li>• Determine the interests and availability of teachers and students to participate in WBL.</li> <li>• Enroll and manage the completion of 50 students in summer internships.</li> </ul>	<p>A work-based learning / student internship manual.  Statistics of completed internships.</p>	<p>In-progress</p>

# Strategic Action Plan 2021-2022

## Next Steps

1. Seek Board approval for the strategic action plan.
2. Identify and create our common CTE message to be shared with, Students, Partner Districts, Parents, and Education Partners
3. Identify our Guiding Principles.
4. Complete and submit the WASC mid cycle report by June 2022.