Career Technical Education Charter
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Career Technical Education Charter
Street	1320 North Mariposa St.
City, State, Zip	Fresno, Ca, 93703-3938
Phone Number	559-265-4048
Principal	Jonathan Delano
Email Address	jdelano@fcoe.org
School Website	ctec.fcoe.org
County-District-School (CDS) Code	10101080136291

2021-22 District Contact Information

District Name	Career Technical Education Charter School- Fresno COE
Phone Number	(559) 265-3000
Superintendent	Jim Yovino
Email Address	jyovino@fcoe.org
District Website Address	http://www.fcoe.org

2021-22 School Overview

About Our School
CTEC was created in 2018 to serve students within Fresno County by creating an opportunity for them to discover who they are, achieve their potential, and build skills that will impact their lives forever. We believe every child is waiting to be given the opportunity to make a lasting impact on their community, and at CTEC, our staff encourage students to take that step out into our world. Additionally, our school was designed to create a learning environment that brings education and the industries of advanced manufacturing and commercial construction together to support student academic engagement. Our staff seeks to create a positive learning environment for students to foster their educational growth. Every student that enters our gates is unique and comes to us with a variety of skills, talents, experiences, and dreams. At CTEC, our program encourages students to embrace their backgrounds and who they are in order to uncover their approach to learning. Students should be inspired to learn, to ask questions, and to challenge and raise their expectations of each other. We are committed to promoting open communication to support each child's educational needs.

At CTEC our goal is the transformation of students into goal achieving, fulfilled, and productive members of their community; prepared for work, life, and education in a wide variety of manufacturing, construction, and engineering pathways. We bring together and develop the strength for success through professionalism, leadership, citizenship, and life-long learning. CTEC offers an extensive educational program to students in grades 9 through 12 who are interested in earning their high school diplomas while acquiring knowledge, experience, skills and certifications within a technical career pathway. Students enrolled at CTEC participate in an option of two pathways with an emphasis on either advanced manufacturing or commercial construction. As students progress through their desired pathways, students have the ability to expand their studies to include concentrations in Engineering, Architecture, and Welding Fabrication. Students have the opportunity to develop skills and earn certifications within their selected pathway so that they may immediately pursue a career or continue their education and skill development at the post-secondary level.

Students experience a unique interaction between their core academic and career technical education courses. CTEC employs an integrated project based learning program that challenges students to apply their skills across all of their courses. Students benefit from a combination of A-G and Dual Enrollment courses that drives this learning. Dual Enrollment at CTEC is a partnership with Fresno City College that enables students to take college classes while in high school for college credit. High school student are awarded both college credit and high school credit at the successful completion of the course. Through dual enrollment students receive the following benefits: Dual Enrollment eases the transition from high school to college by providing a sense of what college academics are like. Dual Enrollment is a cost-efficient way to accumulate college credits because courses are free for CTEC students. In some cases, it is possible to earn an associate's degree shortly before or after graduating from CTEC.

CTEC believes it is important to instill within our students the values of partnering with our community to invest in the lives of people we encounter every day. CTEC's civic projects apply the skills we have learned in the classroom and shop to impact families within our community. These activities can range from a couple of days to a couple of weeks, and the worksite becomes the classroom as students, teachers and industry partners work together to impact our community through work-based learning.

Industry Experience
CTEC students will gain skills, certifications and industry connections to seek employment upon graduation, further their education through apprenticeships, or seek opportunities in higher education. Working with Fresno County Superintendent of Schools' Career Technical Education/Regional Occupational Program (CTE/ ROP) department and CTEC's industry partners (San Joaquin Valley Manufacturing Alliance, Blue Dolphin, Harris Construction, MarkWilson Construction, 4C's Construction, Core Business Interiors, Chevron, PNM, etc.) activities such as industry tours, job shadowing and internships will provide students with an engaging opportunity to work with employers at their workplace to develop skills unique to careers within manufacturing and construction.

2021-22 School Overview

Project-Based Learning and College & Career Readiness
Project-Based Learning (PBL) is the opportunity for students to engage in subject standards through hands-on projects. Through learning process, students realize how subject areas are intertwined and how their mastery of a subjects will develop their college and career readiness. At CTEC, real-world application is a crucial part of their academics. Students work together as a team to develop relevant connections for students to anchor their new-found knowledge. Teams focus for extended periods of time on investigating and responding to authentic and engaging complex questions, problems or challenges. It is this ability that equips students with knowledge and skills deemed essential for college success and the modern workforce. CTEC students are prepared for the complexity of industry in the 21st century, by building innovation skills that focus on creativity, critical thinking, communication and collaboration.

CTEC graduates will embody the following:
They are professionals who are respectful of their employers' time, resources, and needs, and have the ability to responsively adapt. They collaborate willingly and effectively with colleagues. They are confident in the skills and knowledge they possess and are able to apply both with precision and accuracy. Leaders, who are proactive in their view of a situation and approach problem solving with creativity and drive. They communicate their vision with clarity and understanding, facilitate ethical implementation, and are respected by their peers and superiors. Citizens, who are well-rounded and self-aware, identifying their own needs and harnessing both strengths and weaknesses to fulfill them. As active community members they are conscientious of those within their influence and demonstrate thoughtfulness of their national and global impact. Learners, who are independent in their ability to take on a task, exhibiting perseverance when the path is unclear. They discern outside resources that potentially enhance their current abilities. They critically analyze their own thoughts and carefully consider the credibility of others.

Mission and Vision

CTEC Vision Statement
We envision education in action; graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap.

CTEC Mission
Our mission is to live and teach, every day, in the intersection of community involvement, student development, and industry relevance.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	76
Grade 10	94
Grade 11	59
Total Enrollment	229

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	23.6
Male	76.4
American Indian or Alaska Native	0.4
Asian	4.4
Black or African American	6.1
Filipino	0.9
Hispanic or Latino	61.1
Two or More Races	3.5
White	23.6
English Learners	3.1
Homeless	0.9
Socioeconomically Disadvantaged	51.1
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.8	63.0	139.7	53.2	228366.1	83.1
Intern Credential Holders Properly Assigned	2.4	11.3	11.8	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	9.0	3.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	4.5	69.6	26.5	12115.8	4.4
Unknown	4.6	21.1	32.3	12.3	18854.3	6.9
Total Teaching Positions	21.9	100.0	262.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.9
Total Out-of-Field Teachers	0.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Year and month in which the data were collected	August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections Houghton Mifflin Harcourt Houghton Mifflin Harcourt 2017 Fahrenheit 451 Ray Bradbury Ballantine Books 1953 "There Will Come Soft Rains" Ray Bradbury Perfection Learning 1950 The 7 Habits of Highly Effective Teens Sean Covey Fireside 1998 Brave NewWorld Aldoux Huxley Chatto & Windus 1932 Lord of the Flies William Golding Faber and Faber 1954 Of Mice and Men John Steinbeck Covici Friede 1937 "The Tragedy of Romeo and Juliet" William Shakespeare Houghton Mifflin Harcourt 1592 "Myths and Legends of Ancient Greece and Rome: Theseus" StudySync StudySync N/A StudySync.org "The Story of Prometheus and Pandora's Box" James Baldwin CommonLit 1895 CommonLit.org "To a Mouse" Robert Burns Public Domain 1785 https://www.commonlit.org/en/texts/to-a mouse?search_id=392339 "The Sound of Thunder" Ray Bradbury William MorrowPaperbacks 1952 "Icarus and Daedalus" Josephine Peabody N/A 1897 https://www.commonlit.org/en/texts/icarus-and-daedalus?search_id=392498 "The Lottery" Shirley Jackson The NewYorker 1948 "When I Heard the Learn'd Astronomer" Walt Whitman Public Domain 1867 https://www.commonlit.org/en/texts/when-i-heard-the-learn-d-astronomer?search_id=392583 "The Road Not Taken" Robert Frost Henry Holt 1916 "The Raven" Edgar Allan Poe NewYork Evening Mirror 1845 You and Yours Naomi Shihab Nye BOA Editions, LTD 2005 Oranges Gary Soto N/A 1985 Websites Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL "Eleven Principles for Creating Great Community Places" N/A Project for Public Spaces https://www.pps.org/article/11steps "What is Placemaking?" N/A Project for Public Spaces https://www.pps.org/article/what-is placemaking Primary Documents Title Authors Date URL "Address to the Commonwealth Club of California" Cesar Chavez 1984 https://www.commonlit.org/en/texts/address-to-the-commonwealth-club-of-california? search_id=392376	Yes	0

"On Drought Conditions" (Excerpt) Franklin D. Roosevelt 1936 https://www.commonlit.org/en/texts/excerpt-from-on-drought-conditions?search_id=392394

Multimedia
Title Author Director Name of video series Date Website Medium of Publication
"East Vs. West: The Myths that Mystify" Devdutt Pattanaik N/A Ted Talk Nov, 2009
https://www.ted.com/talks?sort=newest&q=east+vs.+west
Video

Other
Title Authors Date Course material type Website
"Ancient Greece: The Birthplace of Western Individualism" StudySync 2016 Informational Text USHistory.org
"Myths and Legends of Ancient Greece and Rome: Introduction" StudySync 2016 Informational Text StudySync.org
"The Triangle Shirtwaist Factory Fire" Mike Kubic 2016 Informational Text [empty]
"Someone Might Be Watching: An Introduction to Dystopian Fiction" Shelby Ostergaard 2017 Informational Text [empty]
"Drones Put Spying Eyes in the Sky" Stephen Ornes 2014 Informational Text [empty]
"Proposed Treatment to Fix Genetic Diseases Raises Ethical Issues" Rob Stein 2013 Informational

Text [empty]
"Total Control in North Korea" Jessica McBirney 2016 Informational Text [empty]
"The Stanford Prison Experiment" Saul McLeod 2008 Informational Text [empty]
"Online Identity" CommonLit Staff 2004 Informational Text https://www.commonlit.org/en/texts/online-identity?search_id=392534
"What Makes Good People Do Bad Things?" Melissa Dittmann 2004 Informational Text https://www.commonlit.org/en/texts/what-makes-good-people-do-bad-things? search_id=392550

The Crucible Arthur Miller (Play)
"Speech in the Virginia Convention" Patrick Henry (Speech)
Proclamation by General Thomas Gage (Letter)
Joseph Galloway's Speech to Continental Congress (Speech)
Into the Wild Jon Krakauer (Nonfiction)

From Nature Ralph Waldo Emerson (Essay)
From Self-Reliance Ralph Waldo Emerson (Essay)
From Walden by Henry David Thoreau (Nonfiction)
Civil Disobedience Henry David Thoreau (Essay)
Apple "Think Different" (Commercial)
Reebok "Self-Reliance" (Commercial)

The Great Gatsby F. Scott Fitzgerald (Fiction)
"Mimis in the Middle" This American Life (Radio Show)
"The Way We Were: Rethinking the American Dream" David Kamp (Essay)
"Why Inequality Matters" Paul Krugman (Opinion)
"Suburbanization in the United States after 1945" Becky

	Nicolaides and Andrew Wiese (Article) "The Impacts of Neighborhood on Economic Opportunity New Evidence and Policy Lessons" Raj Chetty (Presentation) "Bringing Manufacturing Back to the U.S. Is Easier Said Than Done" Willy C. Shih (Article) "Dreams" Langston Hughes (Poem) "Harlem" Langston Hughes (Poem) Fahrenheit 451 Ray Bradbury (Novel) or 1984 George Orwell (Novel) "Looking to the Future, Public Sees an America in Decline on Many Fronts" Pew Research Center (Article)		
Mathematics	Core-Plus Mathematics, Course 1 C.R. Hirsch, J.T. Fey, E.W. Hart, H.L. Schoen, A.E. Watkins, et. al. McGraw-Hill Education 2015 cpmponline.org Core-Plus Mathematics, Course 2 C.R. Hirsch, J.T. Fey, E.W. Hart, H.L. Schoen, A.E. Watkins, et. al. McGraw-Hill Education 2015 cpmponline.org Websites Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL CPMP Tools [empty] McGraw-Hill Education http://www.cpmponline.org/cpmp-tools/ Desmos [empty] Desmos, Inc. https://www.desmos.com/ Blitzer, Algebra & Trigonometry, 6th Edition 2018 SAVVAS MyMathLab. Pearson	Yes	0
Science	Physics: A First Course CPO Science School Specialty Science 2nd Experience Chemistry 2021 California Digital Courseware, SAVVAS An Introduction to Conservation Biology by Sher and Primack, 2nd edition, ISBN 978-1-6053-5897-0	Yes	0
History-Social Science	California World History: The Modern World Elisabeth Gaynor Ellis , Anthony Esler Pearson 2019 Impact California Social Studies World History, Culture, & Geography: Mordern World Jackson Spielvogel, Ph D., Jay McTighe Mc Graw Hill Education 2019 Websites Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL Read Like A Historian Stanford History Education Group https://sheg.stanford.edu/historylessons Primary Documents Title Authors Date URL Two Treatises on Civil Government John Locke 1690 Declaration of Independence Thomas Jeffereson 1776 Declaration of the Rights of Man [empty] 1789 Diary Of General John Pershing John Pershing 1918 Armistice 1918	Yes	0
Foreign Language	Vistas: Introducción a la lengua española José Blanco and Philip Donley Vista Higher Learning 5th	Yes	0
Health			

Visual and Performing Arts	The Art of Engineering Design with SolidWorks, SolidWorks 2020 Architecture & Design; AutoCAD 2020 SketchUp		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

In our most recent FIT Report CTEC was given an overall rating of good for safety, cleanliness and adequacy of the school facility. CTEC has continued to add improvements to the campus to encourage a collaborative learning environment. To support their CTE Pathways, additional CTE classrooms. have been created to expand the development of industry identified skills. Classrooms have been upgraded to address technology and expectations of 21st century learning. May of 2022, CTEC's Multipurpose Room was completed to address programs needs, specific to meal preparation and service, physical education, increased spacing to address social distancing and increased air circulation to limit the spread of infections diseases.

Year and month of the most recent FIT report	October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

* Aligned with CA CCSS for ELA and mathematics;
* Available to students in grades 3 through 8, and grade 11; and
* Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

* Smarter Balanced ELA and mathematics summative assessments;
* Other assessments meeting the SBE criteria; or
* Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	56	55	98.21	1.79	76.36
Female	15	15	100	0	93.33
Male	41	40	97.56	2.44	70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	73.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100	0	90.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100	0	72.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	56	52	92.86	7.14	39.22
Female	15	13	86.67	13.33	53.85
Male	41	39	95.12	4.88	34.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	27	93.10	6.90	25.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A **Student Groups**	**N/A** **Total Enrollment**	**N/A** **Number Tested**	**N/A** **Percent Tested**	**N/A** **Percent Not Tested**	**N/A** **Percent At or Above Grade Level**
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A **Student Groups**	**N/A** **Total Enrollment**	**N/A** **Number Tested**	**N/A** **Percent Tested**	**N/A** **Percent Not Tested**	**N/A** **Percent At or Above Grade Level**
All Students	N/A	N/A	N/A	N/A	N/A

	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	**N/A Total Enrollment**	**N/A Number Tested**	**N/A Percent Tested**	**N/A Percent Not Tested**	**N/A Percent At or Above Grade Level**
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	**N/A Total Enrollment**	**N/A Number Tested**	**N/A Percent Tested**	**N/A Percent Not Tested**	**N/A Percent At or Above Grade Level**
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	48.15	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	54	96.43	3.57	48.15
Female	15	14	93.33	6.67	64.29
Male	41	40	97.56	2.44	42.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	35.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

The Career Technical Education Charter (CTEC) is a public charter high school established by the Fresno County Superintendent of Schools (FCSS) in response to industry demand and a community recognizing the need for a comprehensive high school with a Career Technical Education (CTE) focus. CTEC serves a diverse, low-income student population from across Fresno County. All CTEC students are preparing for college or careers within a CTE pathway. The purpose of CTEC's career pathway programs is to create students who are employable with relevant career education that links core academics to the world of work. CTEC has a pathway within the Manufacturing and Product Development industry sector: Machining and Forming Technologies, Welding and Materials Joining, and Product Innovation and Design. CTEC also has a pathway within the Building and Construction Trades industry sector: Engineering and Heavy Construction, Mechanical Systems Installation and Repair, and Residential and Commercial Construction. CTEC's pathways and program are designed to seamlessly connect students to post secondary education and industry employment. Each pathway will provide a scaffolded 9–12 sequence of CTE courses progressing from introduction to concentration and a capstone completion. Students will benefit from an interdisciplinary approach to their education, with uniquely developed curriculum to support both pathway courses and academic core subjects. A combination of A-G and dual enrollment courses will feature project-based learning incorporated in curriculum aligned with California CTE Model Curriculum Standards taught by teachers that are highly qualified or meet the minimum qualification as adjunct faculty for community college. Through partnership with the State Center Community College District, students may take dual enrollment courses and earn up to 60 college credits (AA degree in Industrial Technology with an Emphasis in Advanced Manufacturing or Construction) while still in high school.

Through industry partners, students will participate in job shadows. Job shadowing is an opportunity for students to explore career opportunities, experience the workplace environment, visualize the day-to-day norms of the organization, and improve their professional skills. Students will have the ability to connect their high school and college classes to real-world industry operations. Students who take part in job shadow opportunities are more motivated to expand and meet their educational career goals and are able to better connect their classroom learning with their career choice. Through their experiences, students will be able to identify the 21st century soft skills that are crucial for success in the industry. As students approach the end of their pathway experience and have exhibited career skills mastery, they will have the opportunity to participate in internships. Through the partnership with local industry leaders, student internships provide an opportunity for students to participate in industry experiences to expand their passion for their chosen pathway, increase employability, and create future opportunities.

CTEC pathways are accessible to all student subgroups within Fresno County and counties bordering Fresno County. CTEC is committed to the development of promotional and informational material that appeals to all racial and ethnic groups represented in the communities served by the school, and that are transcribed in multiple languages to appeal to ESL populations. Promotional materials feature students from special subpopulations, and industry professionals who are minorities or from groups traditionally underrepresented in construction, including women.

CTEC's CTE Advisory Committee meets the requirements pursuant to EC Section 8070 and includes at least one representative of the 1) general public knowledgeable about the disadvantaged, 2) students, 3) teachers, 4) business, 5) industry, 6) school administration and 7) the field office of the Department of Employment Development.

Program sequence currently offered:

Advanced Manufacturing Pathway
STEM Integrated Manufacturing
Community Applied Manufacturing
The Art of Engineering Design w/ SolidWorks
Manufacturing Systems Design
Graphics Production Technologies
Modern Welding Technology and Applications
Advanced Product Development
Welding Processes & Fabrication
Advanced Engineering Technology

Commercial Construction Pathway
Construction Technology I
Construction Technology II
Architecture & Design
Construction Management and Planning
Facilities Systems and Safety
Modern Welding Technology and Applications
Adv Construction Technology
Welding Processes & Fabrication

2020-21 Career Technical Education Programs

Adv Architecture & Engineering

Primary Representative of the district's CTE Advisory Comittee and Industries Represented

Commercial Construction Pathway
1. Mark Wilson Construction
2. Legacy Construction
3. Core Business Interiors
4. SIM Architects
5. Builders Exchange
6. Fresno City College
7. Fresno State
8. Harris Construction
9. 4 C's Construction

Advanced Manufacturing Pathway
1. SJVMA
2. PNM
3. Blue Dolphin
4. Sanitary Stainless Welding, INC.
5. Fresno City College
6. Fresno State
7. Advanced MetalWorks

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	234
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.4

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent participation is a valuable component to the student learning and the culture at CTEC. Parents are asked to participate in the evaluation process of student integrated projects each semester. Parents and community members are invited to engage with students as they present their findings to industry, giving students crucial feedback in the process of strengthen their ability to investigate and respond to authentic and complex questions. Through grade level parent workshops, families are provided with knowledge specific to their child's college and career opportunities that encourage shared communication. Workshops. address challenging topics such as state academic standards, our local academic assessments, and how to monitor student progress, and academic resources to support student learning. CTEC believes parents are crucial in the evaluation of CTEC's academic program, as well as future direction. CTEC Parent Advisory Committee is made up of parents and guardians of CTEC students who work alongside staff to identify academic resources and program to be implemented to support CTEC's mission statement and aid students in their pursuit of the vision statement. CTEC has an open door policy, that encourages parents/guardians to visit CTEC's campus to participate in their students' education, by expressing their concerns/appreciations with staff that are investing into the future of their children. CTEC's Impact Team create a bridge to close the gap between a rigorous education program and the complexities of a student's home environment, by developing a partnership to enhance student learning for high risk populations.

Multiple contacts are made with parents/guardians to elicit parent feedback on CTEC's program and its impact on student learning. CTEC annually distributes Program Evaluation Survey to all parents/guardians requesting feedback on all components of CTEC's programing from teacher satisfaction to facilities upkeep. Orientation, Back to School , Industry Showcases and Open house are opportunities to strengthen communication, establish interact between families, teachers, the school counselor and administration. Individuals who are interested in supporting or participating in CTEC school activities, and volunteer opportunities may contact the Main Office @ 559-443-4861

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	235	231	17	7.4
Female	56	54	4	7.4
Male	179	177	13	7.3
American Indian or Alaska Native	1	1	0	0.0
Asian	10	10	2	20.0
Black or African American	14	14	1	7.1
Filipino	2	2	0	0.0
Hispanic or Latino	145	142	10	7.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	8	0	0.0
White	54	54	4	7.4
English Learners	8	7	1	14.3
Foster Youth	0	0	0	0.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	124	122	11	9.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	21	20	2	10.0

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): - Pupil suspension rates; - Pupil expulsion rates; and - Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.95	0.00	5.43	0.21	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.82	4.47	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

With public employees being declared disaster service workers by California government code and our current need to continue to adapt educational program during an unprecedented time for education and our world. CTEC staff are recognized as disaster service workers, because we serve a population which is dependent on our services, we cannot abandon this critical responsibility to address student's learning during disaster such as the COVID pandemic. We need to be prepared to protect all of our students during an emergency. Developing emergency operations plans and training staff in emergency response procedures is required by law. All school personnel are trained in how to address and respond to an emergency. CTEC has provided drills and exercises to implement procedures within the comprehensive safety plan.

CTEC believes that learning best occurs when students are engaged in the educational process and are supported by parents and teachers' high expectations and involvement. CTEC seeks to develop a learning environment that fosters instructional rigor and student engagement that will support and encourage a student's process of initiating and completing complex, inquiry based learning requiring creative and critical thinking to problem solve. Within a worldwide pandemic, CTEC recognizes the importance of developing an academic program that adheres to the same expectations, but ensures equity within the accessibility of such curriculum and instruction for all students. CTEC's academic program has been adapted to meet the needs of students while on quarantine, and has implemented procedures and dedicates resources to ensuring a safe school environment limiting the spread of COVID and ability to address the need to develop industry skills within the next generation of industry leaders.

CTEC pupils will become self motivated, competent, lifelong learners that seek opportunities to showcase their skills within the industries they work with and the communities they live in. To develop an environment to help foster student support and engagement, CTEC's advisory program focuses on student social and academic development. The counselor and teachers design lessons that are specific to the needs of the students in real time to help them develop their communication and social emotional skills. The lessons are also connected to the cultural pillars of the school and help to define the PBIS framework that CTEC aims to implement. The advisory period serves as an opportunity for students to make a deeper connection with one teacher on campus who will serve as an academic advisor and mentor. Alongside the development of a deeper connection, advisory creates a space for a additional academic support to aid students in their pursuit for higher education and future employment.

Throughout the Pandemic, creating additional opportunities and avenues for students to interact and engage in their academic program has been a necessity. During required quarantines, and extended illnesses, students have had access to instruction remotely and the ability to engage in collaboration and support with both their peers, instructional staff, and support staff. Additional time has been embedded into the instructional day and extended day program to address learning loss and limited industry skill development due to the pandemic.

Students who are struggling with following the expectations set by CTEC staff, progress through a clearly defined behavioral modification process. The staff has created a plan for students with the goal of keeping students in the classroom and engaged in learning. Students who are struggling with following classroom expectations are redirected, provided with instructional support to encourage appropriate actions, and guardians are contacted to be brought into the learning process. This process helps the student and the teacher develop a trusting relationship where expectations are clearly defined. For any major infraction, students are held to identified expectations within the discipline matrix, which focuses on rehabilitation and reintroduction to the education environment. CTEC has created a restorative justice program with the goal of keeping students involved in the school environment. When possible, CTEC administrators choose a discipline protocol that helps the student rectify their behavior and reenter the school environment. It is important for the student to learn to make amends for their actions and repair relationships before moving forward. This is accomplished through conferences, mediation, counseling, and other restorative justice activities.

CTEC's safe School plan was reviewed and updated for implementation in June of 2021. CTEC staff was notified of their roles and responsibilities to address the current pandemic and other events that would generate a school-wide crisis on July 27, 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	4		
Mathematics	16	4		
Science	16	4		
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	4	4	
Mathematics	21	4	4	
Science	21	4	4	
Social Science	18	4		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	7	4	
Mathematics	21	7	4	
Science	21	7	4	
Social Science	22	3	4	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	286.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$35,375	$5,788	$29,587	$60,681
District	N/A	N/A	$29,587	
Percent Difference - School Site and District	N/A	N/A	0.0	
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	111.2	

2020-21 Types of Services Funded

Local Control Funding Formula (LCFF) from the state provides general funding for CTEC's academic programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the CTEC board and developed in conjunction with stakeholders including parents, students, school employees and other stakeholders. CTEC used ESSER and additional state and federal funding resources to support the safe reopening of CTEC campus and protect students, families, and the CTEC community from the spread of COVID.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Staff development is aligned to state standards specific to core academic courses and CTE content. At the teacher level, teachers work within their PLC's to share best practices across curriculum. CTEC works specifically with teaching staff to identify needs for instructional support, based on student performance. Administration work alongside teachers to ensure all new staff are trained in school initiatives and procedures specific to student success in advance of their first engagement with students. CTEC works specifically with FCSS to aid new teachers with instructional support, English Language development, technology integration, content development and student assessment specific to the subject areas. All staff have the opportunity to participate in subject specific and CTE skill development workshops. All CTE teachers are provided with externships to strengthen industry skills and ensure curriculum meets industry standards. CTE teachers work with Fresno County Superintendent's Regional Occupational Program to increase teacher capacity with skill develop, industry connections and industry certifications.

CTEC has developed weekly interdisciplinary grade level PLCs with dedicated time and support to encourage the development of lesson and instructional support to encourage academic success of targeted students. Teachers spend time discussing curriculum, rubrics and student performance.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	