

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**Career Technical Education  
Charter High School**



**1320 North Mariposa Street  
Fresno, CA 93703**

**Fresno County Superintendent of Schools**

**October 18 - 20, 2021**

**Visiting Committee Members**

Steve Graybehl, Chairperson  
Principal (retired), Porterville High School

Rogelio Sanchez  
Principal, Alliance Judy Ivie Burton Technology Academy High School

## Chapter I - School Profile

Career Technical Education Charter (CTEC) High School is located on Fresno County's Board of Education Kermit Koontz Education Complex (KKEC). The educational complex sits a little north of downtown and in close proximity to Fresno City College. The campus was constructed in 2008 and was renovated in 2018 to provide a state-of-the-art focus on Career Technical Education. Enrollment in CTEC is open to all students who reside in Fresno County or a neighboring county. CTEC does not have enrollment requirements for grade point average or extracurricular activities. CTEC accepts 120 students for each freshman class. Following the application process, if there are more applicants than available spots at CTEC, applicants will be placed in the student lottery for enrollment and students selected will be offered enrollment.

The partnership with industry and post-secondary entities have guided the development of CTEC's specialized technical and classroom space to support students' pursuit of certifications, employment and their post-secondary degrees by the completion of CTEC's educational program. CTEC received the K12 Strong Workforce Program in 2020-21 grant for "Up-Skilling: The Education and Industry Overlap" whose purpose is to intentionally bring stakeholders together from secondary, postsecondary and industry. The overarching goal is to create, improve, and expand career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. Additionally, CTEC received a Career Technical Education Incentive Grant (CTEIG) that allowed CTEC to build infrastructure and ensure that the school has industry standard equipment and trainers to support student skill development.

Utilizing a \$4 million CTE facilities grant, CTEC opened the Innovation Center to serve the current Class of 2022. The state-of-the-art Innovation Center (IC) has 10,000 square feet of workspace, 2,000 square feet of classroom space, 1000 square feet of collaborative work area for students and 8,000 square feet outside for work and storage areas. According to the Self-Study, CTEC's other classrooms have been outfitted with modular furniture for flexible seating and whiteboards run that length of the classroom to allow teachers to create various learning environments for their students. Classrooms include a motion-following camera with several television screens that allow the teacher and students to share their laptop screens and to stream the lesson for students who participated in distance learning. When students register, they are issued a laptop for their studies.

According to the school's website, CTEC's 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"

The Mission of Career Technical Education Charter:

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

The Vision of Career Technical Education Charter:

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 specialized Dual-Enrollment learning experience provides grades 9 through 12 students opportunities to earn their high school diplomas while acquiring knowledge, experience, skills, and certifications within a technical career pathway. 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 potentially earning a Community College Degree as well. The high school student will be awarded both college credit and high school credit for the single course. Students have options of two pathways; advanced manufacturing or commercial construction. The goal previously stated indicates that CTEC students will 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. CTEC utilizes long-established college and career pathway methodologies of cross-curricular integrated project-based learning in which students apply both academic and industry-standards knowledge and skills to solve relevant and current problems.

Through a collaborative process with staff, parents, and industry partners CTEC developed their Pillars of Career and College Ready Students (Student Learning Outcomes/Graduate Profile). The VC discovered that the school has been utilizing various tools to measure individual students' attainment of the Pillar indicators. The students indicate that Pillars are discussed formally and informally as a teacher might point individually that a student has demonstrated one of them. Teachers annotate Pillar demonstrations or through surveys. CTEC will be celebrating their first graduating class this spring and as explained, they intended to create a school-wide rubric to measure the degree in which the students demonstrate indicators described in their Pillars but with all the adjustments due to COVID their efforts have been delayed. See page 35 of this report to see full Pillars Indicators.

CTEC Pillars

LIVE BY THE CODE...  
 You Matter  
 Be Present  
 Raise the Bar  
 Create Impact

STRIVE TO BE...  
 Learners  
 Citizens  
 Leaders  
 Professionals

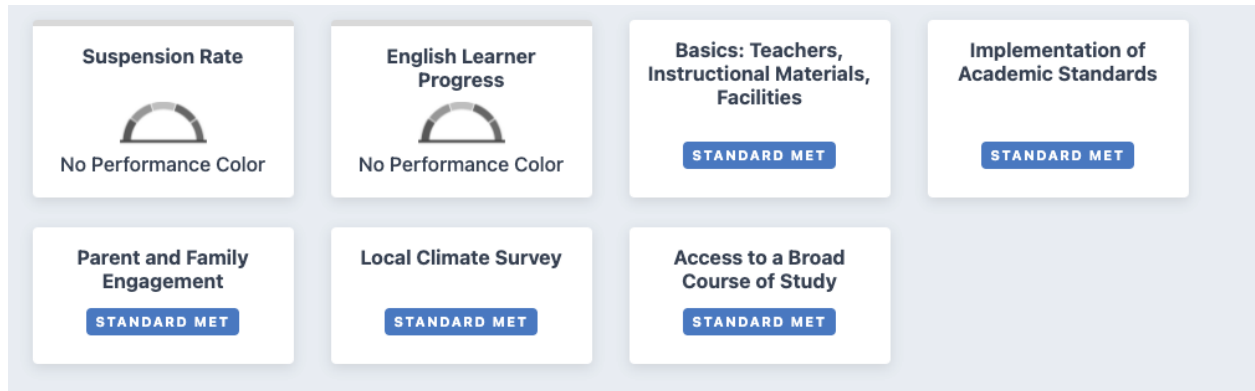
As of the Spring 2021, CTEC had a total of 213 students, 162 male, and 51 female with a large Hispanic or Latino student population (60.56%) within its 9-12 grade enrollment. The next largest student population is White (Non-Hispanic) with 24.41% followed by our African-American population of 6.10%. Eight percent (18 students) are classified as special education students and 20 students are on a 504 Plan. CTEC has 7 English Learners enrolled as well as 28 RFEP. As of fall 2021, CTEC has grown to --- students with an entering class of ---

The students are supported by a highly professional and caring staff. Many expressed during the Focus Group meetings their excitement in teaching is a blended setting that promotes high academics with hands-on technical skills. CTEC employs one Director, one Vice Principal, one Guidance and Learning Specialist, one Content Specialist, one part-time School Psychologist, two RSP teachers, twenty-four general education teachers, two custodians, a paraeducator, a

program assistant, and a registrar. All teachers are highly qualified. CTEC, in collaboration with Fresno City College & their Applied Technology Division, ensures that our CTE teachers are qualified to teach courses for college credit.

Parents and students indicated support

Below is CTEC’s 2019 CDE CA School Dashboard, however, 2020 was not available due to the COVID-19 pandemic. In place, CTEC utilized the Interim SBAC (Interim Assessments Blocks (IAB) and Focused Interim Assessment Blocks (FIAB)) during the 2020-2021 academic year to students grades 9 through 11 in a standardized setting (completed individually). As stated in the Self Study, each student responded to the same test items, and teachers accessed their students' academic performance information through the CAASPP testing systems



The results of those tests are as follows;

Test	# of students participating	% of students meeting or exceeding standards
11th Listen/Interpret IAB	56	64%
11th Editing IAB	52	54%
11th Read Literary Texts IAB	52	56%
11th Revision IAB	48	56%
11th Algebra & Functions IAB	45	38%
11th Interpreting Functions IAB	38	53%
2020-2021 Smarter Balanced Performance Summary		
ELA Summative	40	75%
Math Summative	19	38%
CAST	23	45%

CTEC states that ELA performance is attributed to students practicing on interim assessments and follow-through support from the staff. Data provided indicates that the largest subgroups areas of success, 72% and 90% of Hispanic/Latino and white, respectively, met or exceeded the standard in ELA while Black/African American and English Learner subgroups where only 33% and 0%, respectively, met or exceeded the standard. CTEC recognized it needed to increase efforts to support all students in mathematics. The Self Study indicates that the school will be implementing NWEA assessment to identify and evaluate progress towards closing learning gaps. Furthermore, the school hired an additional math teacher for the 2021-2022 academic year.

Since the initial WASC visit, it is apparent that CTEC has worked diligently to ensure the school provides the highest educational experience possible. Folding the recommendations left by the previous visiting committee and self-identified areas of improvement CTEC has continued to build a foundation of success. Through the review of the Self Study and the interviews during the virtual visit, the VC affirms suggested programs, policies, and processes are now fully embedded into the culture of CTEC. As mentioned earlier, CTEC was the recipient of the K12 Strong Workforce Program 2020-21 grant for Up-Skilling: The Education and Industry Overlap and Career Technical Education Incentive Grant (CTEIG). CTEC has utilized these grants to build and acquire state-of-the-art, industry-standard infrastructure and equipment and create scaled and sequenced pathway courses. To support its students CTEC has completed the design and implementation of the response to intervention IMPACT Multi-tiered Systems of Support program focuses not just on academics, but social-emotional well-being. Additionally, students are supported through the implementation of a Peer Tutoring Program. To meet one of the schools identified needs, the CTEC has Increased connections for students to industry partners-field trips, guest speakers via ZOOM, internships. Feedback from survey results indicated that the majority of stakeholders preferred letter grades to the standards-based grading system vs numbered performance indicators so CTEC has transitioned to this system of student assessments.

The VC has carefully reviewed the Self Study's Action Plan and affirmed that CTEC has systematically addressed their self-identified areas of improvement and the Critical Areas of Follow-up recommended by the VC during the Initial WASC Visit. School identified areas are found below;

Category A. Organization; More specific timeline or calendar to ensure items for approval are prepared, continue PLC:s, Specific documented process for analyzing student achievement data, Creating opportunities for parent volunteers, Consistent and calendared opportunities for industry partners, New teacher support

Category B: Curriculum; refining the content of integrated Project Based Learning with staff, continued development of academic support for all students,

Category C: Learning and Teaching; improvement focused on student understanding of Standards Based Grading.

Category D: Assessment and Accountability; focused on family communication such as access to our Student Information System and understanding of standards based grading,

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth; continue to be expanding parent involvement

Additionally, through a staff-wide collaborative approach the school took action to blend the WASC identified Critical Areas of Follow-up with SPSA and the school's LCAP. The following Critical Areas of Follow-up for CTEC left by the previous Visiting Committee are as follows;

1. Set aside time for all staff to meet. Current scheduling prevents two faculty members from attending the PLCs.
2. Develop a strategy to monitor the effectiveness of professional development on student achievement.
3. Create a parent organization to increase parent participation in decision making.

Career Technical Education Charter High School identified the following major student learner needs as results of the current Self-Study process. Those needs are as follows;

- A refined response to intervention
- Data tracking that is uniform format science and English Language Arts
- Social Emotional Learning (SEL) Training including but not limited to Trauma Informed Instruction, Restorative Justice to help meet the needs of CTEC students, which is of special importance once the school year becomes "normal" again.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):**     Effective

**Narrative Rationale:**

CTEC has clearly defined Mission and Vision with attainable learning outcomes as defined by the schools Graduate Profile. The school has high academic expectations as well as technical programs aligned with industry standards which provide all students exposure to learning opportunities that can prepare them to meet college and career ready standards.

**Chapter II - Addressing school needs and growth areas for continuous improvement.**

CTEC had its initial WASC visit in February 2019. However, like all schools throughout the nation COVID became a major disruptive force in the traditional educational setting and follow-up on recommendations. As CTEC converted to all virtual learning then transitioning to hybrid virtual and in-person learning the school was challenged to provide the hands-on project based learning the school was founded on. It appears to the VC that two factors came into focus; supply pickups became the norm as teachers sent home items for students to complete hands-on activities in all subject areas and the continued development and support of a structure that would aid CTEC students through the rigorous academic program, CTE engagement and social-emotional needs.

It appears to the Visiting Committee that CTEC has effectively analyzed and created comprehensive processes and programs to address the findings the VC identified during the initial visit and thoughtful follow-up on self-identified, specific areas of improvement. Through a staff-wide collaborative approach, the school took action to blend the WASC identified Critical Areas of Follow-up with SPSA and the school’s LCAP.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):**        Effective

**Narrative Rationale:**

CTEC has taken an effective and collaborative approach to analyze, design and implement programs, processes and protocols to address WASC recommendations as well as self-identified areas of improvement. There is strong evidence that school utilizes all stakeholder voices that are heard and considered for school improvement. Additionally, the school utilizes multiple surveys and various forms to measure attainment of the Pillars to drive school improvement.

- **Comment on the school’s self-study process with respect to the expected outcomes of the self-study.**

The Self Study indicates that all staff and stakeholders began meeting virtually in preparation for the self-study in October 2021. Focus groups were comprised of both certificated and classified staff members and met one time a month to collect and discuss data. Meeting frequency increased last spring in preparation for the fall visit. Parent input was received through School Site Council, parent surveys and parent meetings throughout the year. Student input was received through class surveys and our student government. The final CTEC Self Study was presented and adopted by the CTEC Board on October 12, 2021

The school staff’s initial data review was the analysis of student performance in relationship to the School-Wide Learner (SLO’s) Outcomes from the charter petition along with academic and CTE standards according to the report. California Dashboard indicators had limited data due to CTEC just recently adding their senior class and limited state-wide testing as a result of COVID 19. However, Interim SBAC test results added additional student trends to examine during the Self Study process. Additional information was made available through the various student, parent and/or stake-holder surveys. Based on the school’s Self Study and discussions with the staff the VC affirms that the school conducted a thorough review of its school program in this self study. From this process the school identified several strengths as well as specific areas for improvement. Additionally, CTEC utilized SPSA and LCAP, stakeholder input and the self study process guided the development of the school wide action plan found in Chapter V of the Self Study.

As stated earlier CTEC employed a collaborative process with staff, parents and industry partners CTEC developed their Pillars of Career and College Ready Students (Student Learning



Outcomes/Graduate Profile). The VC discovered that the school has been utilizing various tools to measure individual students’ attainment of the Pillar indicators. The school-wide design, collection, and analysis of Pillar indicators is a work in progress.

The VC affirms that School-Wide action plans outlined in LCAP and SPSA are closely and systematically monitored by the administration. The collection of data from assessments, surveys, teaching meetings, student feedback, and parent input ensures that all aspects of the school community have input on the school’s progress. As input is received, they are modified and updated as necessary. The previous year's goals are utilized for growth and updates are made accordingly with approval from stakeholders.

CTEC identified major student learner needs based on profile ad Focus Group findings and the CA School Dashboard results for student groups are;

- Continue to refine Response to Intervention
- Continue to build Socio-Emotional Support for all students into the classroom settings
- Focus on students Mathematics capacity

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):**      Effective

**Narrative Rationale:**

It appears that through various means and effective practice to collect, analyze, reflect and summarize, CTEC effectively identifies the strengths and growth to drive school improvement. Evidence can be found in the review of SPSA, LCAP, and Self-Study documents. Effective and attainable action plans have been developed by the school in its continuous cycle of improvement.

### **Chapter III: Quality of the School’s Program**

**Based on the school’s self-study and visiting committee findings:**

#### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

##### **A1. Vision and Purpose Criterion**

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?



## Visiting Committee Comments

Following the development of the school charter and hiring of the initial staff, CTEC's Mission and Vision were developed. Additionally, their Pillars were collaboratively developed and implemented. The school informed and parents verified that the Mission and Vision are shared consistently during parent orientations and recruitment events. The Mission, Vision, and Pillars can be found on the school's website as well. Students voiced that the mission and vision are discussed yearly and the Pillars are addressed almost everyday.

Learning goals are adjusted on the analysis of performance data, staff discussions and parent input. The SLO's are included in the Charter petition and are aligned with the LCAP and SPSA goals. The Self-Study indicates that the SLO's are aligned with the comprehensive needs assessment and the ten state priorities.

CTECs Pillars are derived from the school's mission, and vision. According to the school and affirmed through conversations with staff and students that students are exposed to these pillars in "all that we do" daily. The staff indicates that they connect students to the Pillars through the expressed expectations for academics, behavior, and presentations. "Raise the Bar" form incorporated into classroom procedures specifically addresses the Pillars in a survey format. Dedicated time is taken at the start of the school year to build school culture by embedding the Pillars into first days' and weeks' activities. The school is in the process of designing a process to collect and analyze school-wide student performance as it relates to the indicators of the Pillars and to that end, using that information to drive school improvement.

***Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.***

**Visiting Committee Rating (select one):**     Effective

**Narrative Rationale:**

The school has clear Mission and Vision statements and effective and measurable Schoolwide Learner Outcomes/Pillars. The Mission and Vision were created with the inception of the school and are directly responsive to the mission and vision expressed the need for growing the number of potential construction, manufacturing, and engineers in the Fresno region. The Mission, Vision, and Pillars are clear and correctly aligned with high expectations of college and career readiness in all of their students. The school employs various evaluative forms to monitor growth and are in the process of developing a school-wide rubric to measure the attainment of the Pillars.

## A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

## Visiting Committee Comments

As clearly stated and affirmed by the Superintendent of Fresno County Office of Education, CTEC is a charter school operated and administered by the Superintendent and is subject to the governance and control of the Superintendent. Governance of CTEC is in accordance with the provisions of its Charter petition and shall be consistent with all applicable state and federal laws and regulations. CTEC complies with the Ralph M. Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090. CTEC complies with the policies and procedures of FCSS relating to conflict of interests, FCSS' uniform complaint procedures, and all other FCSS' policies and procedures. CTEC's procurement of goods and services as well as contracts shall be in the name of the FCSS and be executed by the FCSS, the Deputy of Superintendent, Educational Services, or the Deputy of Superintendent, Business Services.

CTEC's Governing Board conducts four regular meetings per its petition year, however with additional mandates regarding the pandemic, and state and federal accountability requirements the Charter Board has held additional meetings. The Board takes action as regulated by Governing Board regulations. CTEC's Board is made up of the following individuals: three of whom are Employees of FCSS and are members of the FCSS Cabinet, one member whom shall be an employee of FCSS as the director of Special Education, and 3 of whom shall be drawn from one or more of the following, an owner, officer, or employee of any entity that provides CTEC with support, assistance, internships, or/and instructional programs, training or activity, an employee and representative of the Fresno Unified School District, or a parent or legal guardian of any student who is currently attending CTEC.

Stakeholders are invited to attend School Site Council (SSC) meetings and agendas and minutes are also posted. The SSC is made up of teachers, classified, administration, students, and parents and is thus made up of a variety of stakeholders with the SPSA being embedded into the school's LCAP, CTEC has established a Parent Advisory Committee, to receive feedback on the combined document. The PAC consists of parents, teachers and administrators.

CTEC follows the education code in the establishment and maintenance of a career technical education advisory committee to develop recommendations on the program and to provide liaison with potential employers. The Advisory Committee is a blend of CTE instructors and local industry partners and meets no less than once a semester.

Staff members are informed about the Uniform Complaint Procedures established by the SCUSD Board through dissemination each year. The complaint procedures are also published in the student handbook, in addition to being available on the school website. The site administration works with union representation to address employee complaints and the principal follows up on any complaints received from any stakeholder.

**Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):**     Effective

**Narrative Rationale:**

There is a clear and effective connection between CTEC, the SSC and the CTEC Board with

the Fresno County Office of Education. All procedures and structures meet with the district guidelines for supervision and involvement of stakeholders. Proper procedures of review and adjustment of the LCAP & SPSA are in place in the SSC.

**A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

**Visiting Committee Comments**

There is strong evidence that CTEC has established a broad-based inclusive collaborative process to assess student academic and technical progress as communicated through the mission, vision and Pillars. There appears to be an effective process to collect data from all aspects of their educational system as outlined in calendared reviews, meeting minutes, and survey results. SPSA and LCAP action plans are adjusted from these regularly scheduled review meetings. The school leadership and staff clearly demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning. Yearly goals are shared with all stakeholders following approval from the school’s Board. It appears that appropriate physical, human and educational resources are appropriately granted to CTEC to ensure goals are accomplished.

**Leadership: *Data-Informed Decision-Making and Continuous School Improvement* that supports high achievement for all students.**

**Visiting Committee Rating (select one):**     Effective

**Narrative Rationale:**

There is strong evidence that CTEC has established and maintains processes and procedures to effectively drive data informed decisions with input from all stakeholders and support of the school’s Charter Board.

**A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

### Visiting Committee Comments

The school follows the policies of FCOE in regards to hiring. The FCSS has procedures to ensure that CTEC employees are qualified based on background, preparation, certification, training, and experience. All CTEC teachers hold appropriate teaching credentials, certificates, and/or permits issued through the California Commission on Teacher Credentialing. Appropriate procedures are in place to support new teachers through FCOE's Teacher Induction. CTE Teach supports the unique needs of new Career Technical Education teachers transitioning from industry into the classroom by providing mentorship while the instructor completes their CTE credentialing program through FCSS's CTE Credential Program. Staff evaluations are in accordance with FCSS policies and procedures. Administration, in conjunction with teachers, utilizes informal walk-throughs to monitor and measure student learning, instructional practice and overall program success.

FCOE and CTEC strongly support teachers' professional development through CTEC's instructional design. This process encourages teacher communication and professional development with an established schedule that reserves a day each week for teachers to work together collaboratively outside the classroom. The report cites that participation PLC's is centered around essential questions created by Richard and Rebecca DeFore. The school states that it has yet to determine the effectiveness of professional development as it relates to student success and is an area of growth.

**Staff: *Qualified and Professional Development* that supports high achievement for all students.**

**Visiting Committee Rating (select one):**      Effective

**Narrative Rationale:**

It appears to the VC that there are appropriate processes and procedures in place to ensure that CTEC hires the most qualified teacher and support personnel possible. All teachers are appropriately evaluated and provided support as needed. Professional development appears to be appropriate and supports the effectiveness of staff that in turn supports the high achievement of all students.

### A5. Resources Criterion

### Visiting Committee Comments

Several major grants have been received by CTEC with CTEC teachers, administration, and FCSS representatives providing input into the necessary resources required for the program's needs. CTEC cites that they take a collaborative approach between staff and leadership to identify specific onsite needs and allocations to support the educational process. Final determination falls on the administration to approve purchases. The Mission and Vision as well as critical areas of follow up identified by the staff guide the development of the seamless SPSA

with LCAP goals. These goals provide focused influence in the allocations of funds. The Self Study indicates that throughout the year there are ongoing assessments of students' needs in PLC meetings and administration and district meetings to identify areas where resources need to be directed to further support student learning.

Utilizing the CTE Facilities Grants, Specialized Secondary Program grant, Career Technical Education Incentive Grant, "Up-Skilling: The Education and Industry Overlap", Strong Workforce Grants, Industry Partners and Fresno County Superintendent of Schools, CTEC has remodeled and added state-of-the-art learning environments to its campus. The Innovation Center and learning spaces have been developed to support 21st Century teaching-learning with technology, flexible learning, collaboration, and connections to industry that are safe and well maintained. The Self Study indicated that all facilities were developed to specifically address CTEC's vision, mission, and graduate profile, and the identified pathways.

Process and policies have been effective in providing all students with state-of-the-art facilities and materials conducive to the preparation of college and career readiness. It appears that there is strong cooperation between CTEC's dual-enrollment efforts and FCSS to provide dual-credential staff as well as to identify, prioritize and purchase the necessary instructional materials and equipment necessary to support our program.

Based on the Self Study and conversations with the site administration and the Superintendent, it appears that abundant resources are available and used to enable the hiring of high quality specialized staff, ongoing staff support through targeted professional development further strengthening staff skills to provide the highest quality education possible.

**Resources that supports high achievement for all students.**

Visiting Committee Rating (select one): Effective

**Narrative Rationale:**

Appropriate and effective collaborative support between FCSS and CTEC. State-of-the-art facilities are safe and well maintained and conducive to student success. It is clear to the VC that there are abundant resources are available to hire and retain high quality teachers, maintain state-of-the-art facilities and providing current and relevant learning materials

**A6. Resources Criterion [Charter Schools only]**

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

**Visiting Committee Comments**

CTEC is a dependent charter of the Fresno County Superintendent of Schools. FCSS is annually audited to meet the California State Controller’s K-12 Audit Guide and complete the financial report in conformance with Governmental GAAP. CTEC is part of the annual audit. All payroll is centrally processed from the FCSS Business Department.

FCSS has been instrumental in developing relationships with industry partners and community leaders for the development of a specialized school which supports the needs of the community. Effective advertising and recruiting practices have been developed and implemented as seen in the Fresno Bee and TV commercials.

Regular reviews are conducted to review CTEC’s ability to meet the expectations within the Charter expectations. The Self Study reports that the Charter Review Board conducts annual assessments of CTEC’s charter petition, and expectations set forth by state and federal mandates. CTEC administration and staff collaborative review success indicators as it relates to the school’s mission, vision and Pillars. CTEC uses complete SACS reports to provide full and transparent reporting.

**Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]**

**Visiting Committee Rating (select one):**            Effective

**Narrative Rationale:**

There is full support from the office of Fresno County Superintendent of Schools through the monitoring of the educational program, overview of all fiscal responsibilities within the umbrella of charter, state and federal mandates. Development of CTEC came from the developed strong support of industry and community partners to develop a specialized school promoting the job opportunities needed locally.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. Fresno County Superintendent School’s development of strong support with industry and community partners in the creation of a specialized school promoting job opportunities identified as needed locally.
2. Fresno County Superintendent School’s development of strong support of Fresno City College in the creation of a specialized school promoting dual enrollment leading to the opportunity of all CTEC students to earn an AA upon graduation.
3. CTEC’s Vision, Mission and Pillars are effectively communicated to students, staff & community stakeholders.
4. The development and maintenance of a state-of-the art facilities and learning environment.
5. There are abundant resources, including but limited to, fiscal, human and facilities that supports the schools effort in preparing all students to be college, career and life ready.

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. Continue to leverage resources and partnerships in preparation of future growth.
2. Continue to explore avenues of communication in regards to communication of LCAP goals with stakeholders.
3. Continue to leverage professional development opportunities and create a system of assessment of PD impact on student performance outcomes..
4. Staff indicated a strong need for additional dedicated credentialed staff to increase socio-emotional learning and support..

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites

## **CATEGORY B. CURRICULUM**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

#### **Visiting Committee Comments**

CTEC to be commended for the design and creation of an effective, rigorous, relevant and coherent curriculum driven by the hands-on project based approach. The school not only provides exposure to CCSS standards but offers dual-enrollment college courses offered by Fresno City College and strong exposure to the California Career Technical Standards. The school clearly stated expectations through its graduation requirements and through the Pillars' indicators.

The foundation of the educational system at CTEC is integration and alignment among academic and career technical disciplines at the school. Students are enrolled in core as well as CTE courses their entire four years of enrollment. The system is fostered by highly qualified professional staff that utilize PLCs to design or adjust curriculum and delivery based on standards and on assessment feedback. CTEC also receives strong influence from its industry partners to provide current and relevant industry level skills and demands.



The school utilizes a grading model that is standards-based and focused on skill-building. All courses use a rubric-based grading system to evaluate student competencies of the department-determined standards. These standards are directly connected to the CCSS, NGSS, and CTE standards, focusing on the skills needed to be successful in those areas while also targeting the content standards. The standards are built around CA state standards and input from their local industry partners. Their advisory board comprises local industry partners and educational stakeholders such as Fresno City College and CSU Fresno help design their course content, activities, and projects.

CTEC uses the most current practices related to students' social-emotional learning (SEL) and integrates those practices into the school environment. All of the students take an Advisory, and an overview is provided to staff before starting this school year. CTEC utilizes a multi-tiered system of support (MTSS) for academics, behavior, and social-emotional learning.

CTEC offers English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but not Primary Language Instruction. In classes, teachers commonly use graphic organizers, realia, WOVEN approach strategies, videos, audio support, and sentence frames to facilitate content language acquisition. The hands-on activities students do in their CTE courses also facilitate the acquisition of content knowledge.

Each subject area has different standards that are based on the college readiness expectations for that particular subject. Students are evaluated based on those standards, with all assignments focused on the content standards (CCSS, NGSS, and CTE state standards). Teachers work together to create units and assignments integrated by theme or pathway that embrace the cross-curricular nature of the real world and focus students on the career readiness standards expected when entering the job market. Integrated assignments are multidisciplinary activities that are planned, taught, and assessed collaboratively between the participating disciplines.

CTEC maintains a direct connection with Fresno City College (FCC) as all their students are dual-enrolled in courses and pursuing an Associates's degree. They work together with FCC to develop classes, particularly in Career Technical Education (CTE) and Mathematics which are taught or facilitated by the teachers on campus.

The SLOs/Pillars address critical thinking and problem solving, collaboration, WOVEN communication, and college and career readiness. The SLOs are how to create students who embody the characteristics of a CTEC Graduate who are prepared for the college and/or career workforce. During PLC time each week, teachers from the same grade level meet to plan out lessons and projects that integrate their other disciplines while mindful of how those projects also build upon previous skills and demonstrate new skills learned. Beyond the grade level PLCs, teachers also meet with their discipline-specific teams to create standards that build throughout the 4 years at CTEC. The standards for grading are based on a continuum of learning that is unique to each specific discipline and created by the teachers to ensure that students are working towards the highest standard.

The VC recognizes due to the pandemic, there has been an impact on internships. During the spring of 2021, a couple of students began internships with industry partners with the plan to expand these opportunities in the 2021-2022 school year.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):**     Effective

**Narrative Rationale:**

Students at CTEC participate in a 4 year CTE course sequence and a Dual enrollment pathway that is a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. Evidence indicates a high level of student success from this mastery based system of learning.

## **B2. Equity and Access to Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

### **Visiting Committee Comments**

CTEC offers a variety of A-G-approved courses based on our industry sector focus of Advanced Manufacturing and Commercial Construction. In the Freshman year, students take exploratory courses in both Manufacturing and Construction and then are asked to choose a cohort to enter into for the rest of their time at CTEC. Through the course selection process, students receive the support recommendation of their instructors and academic counselors when choosing classes. The students work with the counselor and Manufacturing and Construction teachers to make the best choice for each individual. Once students have selected their pathway, they take courses directly related to the careers associated with that pathway. The students at CTEC also have dual-enrolled classes through Fresno City College; upon successfully completing these courses, they can earn their transferable associate's degree from Fresno City College.

Every student at CTEC is enrolled in multiple CTE courses each semester for their entire tenure at CTEC. Beginning Freshman year, students take a survey course in each of the industry sectors and then choose to follow one pathway to completion. The schoolwide expected learning outcomes are embedded throughout the curriculum and the accompanying rubrics to provide students with a cohesive learning experience that connects to their post-secondary life. Students are provided many opportunities to hone workplace skills and gain insight into different career paths and occupations.

Student marks are reviewed by the administration every six-week progress period. They are coded accordingly on a master sheet that is shared with staff for discussion during PLCs. Strategic students are invited to stay after school an extra hour to work or work during lunch to allow students to make up work and assignments.

The Impact program consists of teachers who are assigned to a specific grade level for the

academic year. The Impact teacher is an additional layer of support who consistently works with the students' teachers, families, and students to help them raise the bar and achieve mastery in their courses. The Impact teacher works together with the classroom teacher and reinforces the academic support the classroom teacher implements with a student. The Impact teacher also supports parent communication by regularly informing parents about a student's work habits and progress. The Impact teacher pushes into the classrooms to assist their students with assignments and projects during instruction. As the student shows progress in Impact, they exit the program at the next marking period.

To ensure that students are making smooth transitions to post-high school options, students participate in internship experiences, college application workshops, financial aid workshops, and each student completes a senior portfolio and exit interview. Students engage in regular reflection on their post-high school goals and are advised appropriately based on this information. They also engage in creating more specific post-high school plans with their CTE pathway instructors.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):**      Effective

**Narrative Rationale:**

Students are provided many opportunities to hone workplace skills and gain insight into different career paths and occupations. Students have access to a variety of class options to meet their interests. Staff at CTEC works with families and students to ensure that each student has the opportunity to succeed in high school and after graduation.

**CATEGORY B: CURRICULUM**

**Areas of Strength for Curriculum (if any):**

1. CTEC provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic and CTE standards.
2. A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered.
3. A rigorous course of study for all students through dual enrollment at Fresno City College

**Growth Areas for Continuous Improvement for Curriculum (if any):**

1. Continued collaboration of parents, students, and staff in developing and monitoring a student's personal learning plan, including college and career, and/or other educational goals.
2. Continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching.
3. Continue to integrate Pillars (SLO's) into the curriculum.
4. CTEC designs and implements follow-up studies of graduates to be informed about the

effectiveness of the curricular program.

5. Continue to pursue supports and resources for differentiated instruction and intervention in math to raise student achievement opportunities for all students.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO's / CTEC Pillars
- CTEC Course Description Handbook

## **CATEGORY C. LEARNING AND TEACHING**

### **C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion**

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

#### **Visiting Committee Comments**

CTEC offers a variety of A-G-approved courses based on industry sectors focused on Advanced Manufacturing and Commercial Construction. In their Freshman year, students take exploratory courses in both Manufacturing and Construction and then are asked to choose a cohort to enter into for the rest of their time at CTEC. Through the course selection process, students receive the support recommendation of their instructors and academic counselors when choosing classes. Once students have selected their pathway, they take courses directly related to the careers associated with that pathway. The students at CTEC also have dual-enrolled classes through Fresno City College; upon completing these courses, they can earn their transferable associate's degree from Fresno City College. The students also have specific goals to meet the CTEC graduation pillars that help them understand the importance of leadership, learning, professionalism, and community service.

All students are evaluated based on a standards-based rubric from which they later engage in a cycle of feedback to ensure academic success. All rubrics follow the same format, regardless of the subject area. Departments and grade levels use common rubrics to ensure consistency in feedback and expectations. Students that have been identified as needing extra support are invited to stay after school an extra hour to work or work during lunch to allow students to make up work and assignments. Each course has a carefully designed curriculum aligned with state standards for content and integrated with standards for college and career readiness based on the CTE pathways on which CTEC focuses.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

Students at CTEC are engaged in a highly rigorous standards based core academics integrated with CTE standards aligned CTE program. Stakeholders are well-informed of expected student outcomes.

## **C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

### **Visiting Committee Comments**

It is apparent to the visiting committee that teachers at CTEC are highly qualified and use the most up-to-date practices in their instructional content. Teachers have grade level and subject-alike PLCs that support student learning, integrate curriculum and engage in professional development opportunities. Teachers hold weekly PLC meetings to keep up to date with the other teacher's course material to facilitate the integrated learning process for students. Teachers also collaborate weekly on a checklist of the following week's assignments to ensure that students and parents clearly understand expectations and assignments for the week.

CTEC's project-based learning approach provides students with real-world problems to explore and find solutions. The CTE facility allows students to engage with industry-relevant material and equipment as they complete their work. Teachers also challenge students to reflect on their work and consider different ways to continue to improve and grow in the future. The campus is a 1-1 school, and all student laptops provide access to a wide range of software applications.

The project-based learning aspect of CTEC provides multiple opportunities for students to show that they have acquired the knowledge by applying it to a large project that is often presented to their class or a larger audience. For example, students have participated in several integrated projects such as our Webster Paws Paver project and the Design a Space project to practice and apply higher-level thinking and problem-solving skills, and the students also have access to a plethora of guest speakers from a variety of industries and backgrounds. Students have also created projects to bring literacy awareness in the Central Valley by partnering with Every Neighborhood to create tiny libraries. Students also partnered with Reading Heart to help them achieve their mission to get books into the hands of every child in the Central Valley. Lastly, students partnered with the Fresno Chaffee Zoo to help build a new habitat for the tortoise exhibit.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):**                    **Effective**

**Narrative Rationale:**

CTEC offers its students a strong CTE pathway and preparation for college and career. Students are given authentic learning experiences with robust connections to industry that provide a strong foundation for post-secondary success.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching (if any):**

1. Industry Showcase
2. Grade level cohort model creating opportunities for students to build cohesive and supporting “Tribes” among themselves.
3. The use of state-of-the-art Technology Integration.
4. Infusion and blending of Career Technical Education and CCSS core standards.
5. Community Cross-Curricular Project Based Integrated Learning
6. The Impact program to support student that are performing below standards
7. Incorporating Pillar’s “Rise the Bar” process that allows student opportunities to redo projects and assignments until proficiency is met.

### **Growth Areas for Continuous Improvement for Learning and Teaching (if any):**

1. Continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching
2. Continue to hone school wide expectations of common rubrics
3. Continue to expand professional development opportunities based on student performance assessment.
4. Continue to use assessment data to inform teaching practices
5. Create and implement assessment tools specifically targeting the students' mathematics capacity which drive supporting professional development.

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO’s / CTEC Pillars
- CTEC Course Description Handbook
- Classroom observations

## CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

### D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

#### Visiting Committee Comments

The VC affirms that CTEC employs a variety of assessment tools to collect, disaggregate, analyze, and report student performance data to all stakeholders. The use of individual classroom level assessments, integrated projects, and larger cross-curricular, multiple week integrated projects to monitor student academic achievement. Students display academic and technical skills as well as twenty-first cognitive soft skills through these means. Additionally, Pillar indicators are discussed and recorded almost on a daily basis according to students and teachers. Rubrics have been developed and implemented to measure level of success on CTE standards and CTEC components for performance-based tracking in each course. According to the staff these components are based on the CCSS and/or college expectations for the dual enrollment courses. A scale of 0 to 4 is utilized and is calibrated both in the task design phase and post project competition. Math and English classes employ calendared Interim Assessment Blocks (IABs) to gauge student proficiency on progress toward CCSS throughout the year.

Assignment assessments are recorded into AERIES for parents and students to monitor progress. Progress reports are mailed every six weeks to keep parents informed of student progress. A stated strength by both parent and student involves the open and up-to-date communication between teachers and parents. Staff are required to make parent communication a priority and log in Aeries if a child is in danger of not meeting standards. The Self Study indicates that when students begin to take standardized tests such as the PSAT in tenth grade and the CAASPP and CAST in eleventh grade, reports will be mailed home with follow-up from the school for underperforming students.

The school indicates that students' marks are reviewed by administration every six week progress period. Results are placed on a master sheet that is shared with staff for discussion during PLCs. Although a work in progress, CTEC employs its Multi-tiered System of Support's rubric to identify strategic students and invites them to stay after school an extra hour to work on their studies. Students who are orange and red are invited to Impact and an SST is scheduled for these students that includes the teaching team, the student, the parents and a member of the administrative team. These students also have learning goals meetings with their guidance learning specialist (GLS).

The Self-Study and Focus Group meetings confirm that individual course and student level scores are used to differentiate learning, meet with small groups, and facilitate grouping of students both homogeneously and heterogeneously. Teachers indicated the value of the strategic



grouping as students are required to collaborate within integrated projects just as they would in the postsecondary world and allows teachers to build collaborative “Tribes” to enhance communication and skill set leveling increasing group success

Additionally, CTEC points out that due to the nature of the hands education program, it is essential that students are able to engage with tools safely as well as practice safety protocols while engaging with heavy machinery and potentially dangerous equipment on the Innovation Center (IC) floor. All students must successfully pass one general and five specific tool safety tests before being permitted to work with tools and machines at CTEC. These tests ensure all CTEC students abide by strict industry standards and conduct themselves professionally and safely while working in the IC. Staff indicated today that intervention measures are in place to assist all students struggling to pass the series of safety tests.

All assignments are connected to at least one rubric, to ensure consistency across and within grade levels and content areas. The VC reviewed multiple rubrics and affirmed consistency in assessment by these rubrics. As mentioned beforehand, CTEC rubrics are based on a level 0-4. Students’ grades are determined on a trend scale based on their most up-to-date progress in any given standard. The school indicated that it is a priority to maintain a growth mindset To support this, CTEC has implemented a process for all students to “raise the bar.” The Self Study stated that this term was coined by one of the school pillars and allows students to revise assignments based on instructor feedback. The staff indicates that the impact on student learning is evident to them as students continue to raise the bar on assignments to demonstrate an increased skill level in any given standard.

CTEC administers Student Performance Evaluations at the end of each school year. However, the school indicated that the Evaluations will be spread throughout the year. Evidence indicates that these evaluations are used to evaluate students’ work ethic, citizenship, interactions with fellow classmates, along with adherence to protocols both in the classroom and school Innovation Center. Data gleaned from these evaluations provide measurement of the effectiveness of student progress as well as attainment of the Pillars. Student portfolios are an additional tool CTEC employs to monitor overall, longitudinal growth of their students. Information placed in the portfolios are to be utilized by the student during their Senior Exit Interviews.

It is evident to the VC that the school effectively uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. At the conclusion of each school year, staff and administration meet to discuss “pluses and deltas” for the program.

***Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.***

**Visiting Committee Rating (select one):**            **Highly Effective**

**Narrative Rationale:**

The VC affirms that CTEC effectively collects and analyzes data to improve learning and teaching, create and/or modify supports for student achievement, drive professional development activities, determine resource allocations and create and/or modify processes and

procedures that supports the whole educational program. There is abundant evidence seen in the Self Study and through discussions during the Focus Group meetings which substantiate the above claim.

## **D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

### **Visiting Committee Comments**

As core academics and CTE standards are intertwined at CTEC the school effectively utilizes multiple measures and strategies to assess student growth and academic achievement. Valuable information from students to provide targeted feedback and guide instruction is derived from using formative and summative assessment. Additionally, as stated academics and CTE classes are intertwined and use specific industry related assessments and certifications to gauge student proficiencies. Almost daily discussions provide valuable feedback to the staff on the level of attainment of CTEC's Pillars while "Raise the Bar" sheets provide for student reflection as well as progress feedback to staff.

Staff meet weekly in multiple-level PLC's design and/or modify curriculum and instruction based on the analysis of performance data. Leadership meets regularly to review performance data leading to adjustments and/or the creation of processes and programs, and the allocation of funds to enhance the effectiveness of the entire learning organization.

Evidence reported by the Self Study and supported by all stakeholders, CTEC teachers provide timely, specific and descriptive feedback that support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes (Pillars). However, it was mentioned during the Stakeholder meeting that they would like to see grades posted in closer intervals. Currently students are provided feedback within a six week time frame. CTEC uses a standards-based grading system which allows for the resubmission of assignments thus increasing proficiency among its students.

As mentioned previously, CTEC uses a standards-based grading system leading to the development of shared academic rubrics. These rubrics provide consistency in the evaluation of student work and valid assessment data to staff as it evaluates its assignments. It is to be noted that the school uses both the CTE and Academic Core standards to develop their rubrics. Teachers are able to view their students' revision process through the use of AERIES Revision Snapshots.

*Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that*

**supports high achievement for all students.**

**Visiting Committee Rating (select one):      Highly Effective**

**Narrative Rationale:**

CTEC staff effectively employ multiple assessment tools to measure student performance. School-wide and classroom performance data is used to guide, modify and adjust curricular and instructional approaches. It also provides feedback for the analysis of individual student performance leading to additional support for the student's success. Teachers and school administration provide timely and effective feedback to all stakeholders including AERIES.

**CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

**Areas of Strength for Assessment and Accountability (if any):**

1. CTEC effectively collects and analyzes data to improve learning and teaching, create and/or modify supports for student achievement, drive professional development activities, determine resource allocations and create and/or modify processes and procedures that support the whole educational program.
2. Assessing programs and expectations to help students meet learning goals.
3. Monitoring of students growth
4. Uniform standards based grading process

**Growth Areas for Continuous Improvement for Assessment and Accountability (if any):**

1. Continue monitoring students' growth using multiple measurement tools that impact student and program success.
2. Continue to expand and maintain community, district, and board involvement in the review process to determine levels of professional development and leverage resources for support and expansion.
3. Continue the transition from 1-4 grading scale to traditional A-F grading scale and develop strategies to communicate across all stakeholders.
4. Create assessment tools specifically targeting the students' mathematics capacity which drive supporting professional development.
5. Explore and design avenues for course retake to ensure all students graduate on time with expected graduation requirements.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO's / CTEC Pillars
- CTEC Course Description Handbook
- Classroom observations

**CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

**Visiting Committee Comments**

The School has a wide range of strategies for the continuous involvement of its stakeholders. They connect with parents and the community through co-curricular, back-to-school nights, weekly phone call updates, The Titan Times, emails, social media, and use of parent square. CTEC developed a Parent Advisory Committee composed of parents which will be rekindled following the pandemic mandates. CTEC sends home student grades at each progress reporting period. Parents receive important information and documents via mail (college course syllabi, state surveys, etc). Parents receive activity updates and referral service options via the website, Facebook page, CTEC Parent Facebook page, and Signal Kit.

In the fall of 2020, CTEC held its first nominations and voted for CTEC’s School Site Council, and the council met a total of four times over the semester. Due to a change in status from targeted assistance to schoolwide support for Title I funding, the School Site Council will change to the Parent Advisory Committee for the 2021-2022 school year. The committee has provided consistent feedback on important school-related items that positively impacted all CTEC’s families. The school is developing its process and procedures for this program and hopes to advance our parent participation with on-campus volunteering, fundraising, and mentorship.

***Parent and Community Engagement that supports high achievement for all students.***  
**Visiting Committee Rating (select one):**     Effective  
**Narrative Rationale:**  
 CTEC implements numerous strategies to promote the regular involvement of stakeholder groups in all students' learning and teaching processes. CTEC is working hard to develop more robust communication and outreach practices to engage all families with curricular and co-curricular activities.

**E2. School Culture and Environment Criterion**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

**Visiting Committee Comments**

The school consistently allocates resources to ensure that classrooms are clean, orderly, and equipped with everything necessary to encourage 21st-century learning and collaboration. All staff must complete annual training on integrated pest management, blood-borne pathogens, sexual harassment, and mandated reporting. Teachers also received training in trauma-informed instruction at the start of the 2020-2021 school year.

CTEC employs a part-time school nurse who provides training to staff on the medical needs of various students at the beginning of each year and when new needs arise. CTEC has also employed a full-time security guard to ensure student safety on campus and employs two full-time custodians to maintain the cleanliness of the campus.

Each year, the administration updates the Safe School Plan that accounts for lockdown, earthquake, shelter-in-place and other drills throughout the year. There are many safety procedures in place for the students in the Innovation Center and chemistry laboratory. Students are required to take a series of rigorous safety tests before they can use any machinery or equipment in their first semester of freshman year. There is a specific dress code for when students are working on the Production Floor, and teachers maintain the right to remove students from the Production Floor if their behavior is unsafe at any point in time.

During the 2020-2021 school year, school culture and students were placed in a homeroom, which continued to develop school culture. Lessons were provided to staff weekly to follow and reflect upon with their students. The aim was to build school community and social-emotional support during the pandemic and distance learning while continuing to develop CTEC school culture through the pillars.

**School Culture and Environment that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** **Highly Effective**  
**Narrative Rationale:**  
 CTEC has effective processes, staff, and expectations in place to support a school culture and environment of high achievement. Students enjoy abundant opportunities to flourish in a dual enrollment system with multiple layers of support.

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to

help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

**Visiting Committee Comments**

Evidence exists that personal and social-emotional supports are a strength for CTEC. The school administrators, office personnel, and faculty work together to provide a positive learning and social development atmosphere. Positive behavior reinforcement is used to create a positive and supportive environment on campus where staff members build strong relationships through collaborative work. Students who are struggling academically are placed into the IMPACT program. This program consists of three credentialed teachers that track students' progress, push into classes, and hold after-school meetings to help students stay on track toward graduation. Staff is available before, during, and after school for tutoring. All students have access to these opportunities as a means to support their individual academic needs. This provides a safe and supportive environment for rigorous academic expectations. Students enrolled in college courses can access their support teacher on campus during these times or through Microsoft Teams. This creates a consistent bridge between their college professors and the CTEC support staff.

All students have access to academic and personal support services through their relationship with the Guidance and Learning Specialist (GLS). In addition to the community resources available on the website, the GLS can also refer students for ongoing counseling support through the All4Youth program. This has been an effective intervention for students struggling with mental health concerns because the clinician can meet with them at school or home. The clinicians are also able to provide services to the whole family.

The student, parents/guardians, grade-level staff, and administration attend an SST meeting to develop cohesive goals for student progress. Utilizing this tier-three support has been beneficial for all involved as it builds the bridge of communication and ensures the family and students feel supported. This has proven helpful for teachers to challenge the specific student and anticipate that student's needs to ensure they are successful at CTEC.

***Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.***

**Visiting Committee Rating (select one):**                    **Highly Effective**

**Narrative Rationale:**

CTEC provides several opportunities for stakeholder engagement in academic and co-curricular activities/programs, including family and community involvement in events like the science fair. The school ensures that students of all abilities are fully integrated into the general education setting and receive educational benefits with support and accommodations.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

1. CTEC provides abundant academic support of all students such as Impact, “Raise the Bar”, tutoring, push in teacher support
2. Academic support strategies and availability of teachers
3. Cultural pillar development and inclusion throughout the school environment
4. College going culture through their Dual Enrollment offerings
5. Grade-level cohort scheduling leads to student cohesiveness, support and camaraderie among the students.

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

1. Continue to refine the MTSS framework to support students’ academic and social emotional well being.
2. Continue to provide a safe, educational environment that supports all students' academic and personal development through the expansion of SEL strategies.
3. Continue parent support and involvement opportunities such as annual meeting schedule for parents for workshops, support, information, council meetings and parent volunteerism.
4. Develop a summer school program that allows students to get ahead or make up necessary credits
5. Continue to develop extra curricular activities for students and families

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO’s / CTEC Pillars
- CTEC Course Description Handbook
- Classroom observations



## Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

### Schoolwide Strengths

**The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.**

The visiting committee with input from CTEC staff identified the following specific schoolwide strengths and their rationale for the identification:

1. Fresno County Superintendent School's development of strong support with industry and community partners in the creation of a specialized school promoting job opportunities identified as needed locally.
2. Fresno County Superintendent School's development of strong support of Fresno City College in the creation of a specialized school promoting dual enrollment leading to the opportunity of all CTEC students to earn an AA upon graduation.
3. CTEC with support of FCSS has developed a state-of-the art facilities and learning environment supporting the preparation of all students for college, career and life.
4. The staff with support of FCSS has created a rigorous, relevant, and coherent curriculum that includes real-world applications that is accessible to all students through all courses/programs offered fulfilling the school's vision; "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."
5. The VC views the strength of regularly scheduled PLC's at CTEC to effectively collect and analyze data to improve learning and teaching, create and/or modify supports for student achievement, drive professional development activities, determine resource allocations and create and/or modify processes and procedures that support the whole educational program.

### Schoolwide Growth Areas for Continuous Improvement

**The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.**

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

- CTEC with support of FCSS support providers, continues to expand professional development and refinement with Multi-Tiered System of Supports through the use of student performance data to meaningfully inform instruction and provide appropriate student academic and socio-emotional support as needed.
- CTEC with support of FCSS support providers, identifies and develops Social Emotional Learning (SEL) Training including but not limited to Trauma Informed Instruction,

Restorative Justice to help meet the needs of CTEC students in the pursuit of college, career and life readiness.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

- CTEC with support of FCSS continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching.
- As identified and discussed throughout the WASC process, CTEC with support of FCSS providers continue to expand opportunities that support all students' mathematics capacity
- CTEC, with the support of FCSS, the school's technical advisory committee, and local business partners, continues the expansion of Intern opportunities and the development of a data collection system that collects and analyzes performance data to improve the effectiveness of the learning experience.
- In preparation of the expansion of students in school as it reaches full capacity CTEC with support of FCSS continues to explore means to leverage resources, including but limited to, fiscal, human, facilities and professional development opportunities that support the schools effort in preparing all students "...graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap."

## Chapter V: Ongoing School Improvement

CTEC has demonstrated the capacity to use continuous improvement processes to drive school the development and implementation of policies and procedures that support all learners. The school's current action plan strongly reflected effort to address the critical schoolwide learner needs identified from the self study process. Following multiple discussions with staff and review of the schoolwide action plan, the VC believes that it is well planned and the sub-action tasks are attainable. The committee felt very strongly that there are ample physical, fiscal and human resources from FCSS and site administration as well as staff-wide buy-in to revise, implement and attain their revised Action Plan. Additionally during this Pandemic time the school has shown the ability to adapt and improvise processes and protocols to best serve the academic and educational needs of all students. The robust Distributive Leadership Model with the various groups (PLC's) will ensure that open and honest dialog occurs between pathways, across grade levels and vertically cross curriculum lines. Following numerous dialog with stakeholders there are assurances that the CTEC Pillars (SLO) monitoring system will be modified to monitor schoolwide student progress and apply data in the school's Continuous Improvement Cycle. Observable to the VC is an effective environment of trust among members of the staff to move this work forward. There is compelling evidence that a culture of continuous improvement exists throughout Career Technical Education Charter High School to focus, design and implement suggested recommendations.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):**      **Highly Effective**

**Narrative Rationale:**

Following review of the Self Study and multiple discussions with staff the VC affirms the school's findings as it relates to areas of follow-up. CTEC's Self Study Action goals are completely aligned with LCAP/SPSA goals. It appears that there are ample physical, fiscal and human resources from FCSS and site administration as well as staff-wide buy-in to revise, implement and attain their revised Action Plan.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):**      **Highly Effective**

**Narrative Rationale:**

Enter text here

### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		<b>X</b>		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		<b>X</b>		
Vision and Purpose (A1)		<b>X</b>		
Governance (A2)		<b>X</b>		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		<b>X</b>		
Staff: Qualified and Professional Development (A4)		<b>X</b>		
Resources (A5)		<b>X</b>		
Resources (Charter only) (A6)		<b>X</b>		
Rigorous and Relevant Standards-Based Curriculum (B1)		<b>X</b>		
Equity and Access to the Curriculum (B2)		<b>X</b>		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	<b>X</b>			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		<b>X</b>		
Reporting and Accountability Processes (D1)	<b>X</b>			
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	<b>X</b>			
Parent and Community Engagement (E1)	<b>X</b>			
School Culture and Environment (E2)		<b>X</b>		
Personal, Social-Emotional, and Academic Student Support (E3)	<b>X</b>			
Acceptable progress by all students		<b>X</b>		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	<b>X</b>			
Capacity to monitor and implement the schoolwide action plan/SPSA	<b>X</b>			

# CTEC STUDENTS

*Live by the Code...*

*You matter*

*Your inherent value is of utmost importance and gives you the power to take control of your thoughts and choices*

*Be present*

*Your presence is the foundation of your ability to successfully engage your goals, school, and community*

*Raise the bar*

*You can choose, at every moment, to generate improvement from your circumstances and experiences*

*Create an impact*

*Every word you use and every action you take influences those around you, regardless of your intentions*

*Strive to be...*

*Learners*

*Confident in the skills and knowledge they possess and able to apply both with precision and accuracy*

*Citizens*

*Communicating their vision with clarity and understanding, facilitating ethical implementation, and respected by their superiors*

*Leaders*

*Active in the community, conscientious of those within their influence, and mindful of their national and global impact*

*Professionals*

*Independent in their ability to take on a task and exhibit perseverance when the path is unclear*

