

Mid-cycle Visiting Committee Summary Report

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

CAREER TECHNICAL EDUCATION CHARTER HIGH SCHOOL

1320 N. Mariposa Street

Fresno, Ca. 93703

Fresno County Superintendent of Schools

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Visiting Committee Members

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SUMMARY

Opened in the Fall of 2018, Career Technical Education Charter High School (CTEC) is a comprehensive charter school serving students in grades 9 through 12, primarily from Fresno County. The school currently offers Advanced Manufacturing and Commercial Construction pathways. These pathways were specifically influenced and developed by 35 industry partners and the San Joaquin Valley Manufacturing Alliance to provide the highest post-secondary college and career opportunities focused on local economic needs. At the previous accreditation visit plans were under way to build an additional building to house a third pathway choice, unfortunately situations changed so that additional structure and pathway is no longer being pursued.

CTEC's current enrollment continues to hover around 480 students. Attendance boundaries are throughout Fresno County. The report states that the school is placed in an area where its surrounding community is made up where 45.8% of residents live below the poverty line, and only 39.1% of individuals over 25 have a high school diploma. Significantly below the Fresno County graduation rates. CTEC has been informed that enrollment goals for 2025-26 are an expansion of 135 freshmen students. During their 4-years of attendance, students have the opportunity to obtain an Associate's Degree alongside their high school diploma, as well as relevant industry certifications. As well as a rigorous core, students participate in a career rich curriculum designed to address the skills gap identified by our industry partners and prepare students for immediate workforce entry or further education.

Summary of student academic progress and social-emotional well-being with implications of the data and identified student learner needs

Currently, CTEC students are significantly outperforming the state and county in ELA, as measured by ELA CAASPP. Although the scores have fluctuated a bit, CTEC students are once again outperforming state and county averages in math. The school reports CTEC's science program has shown remarkable growth, with CAASPP scores rising from 48% in 2020-2021 to 72% in 2023-2024. The school noted in the report and during the visit that their continuous improvement across all subjects, particularly the dramatic rise in science scores, indicates that CTEC is successfully refining its instructional strategies and responding effectively to student needs. The VC concur and celebrate the steady growth in all academic fields.

The graduation rate continues to hover around 97.5% over the last three years. CTEC's achievement with the class of 2024, having 80% of its graduating class earn an associate's degree, with 21% pursuing apprenticeship programs and 8% joining active military, is highly noteworthy and celebratory. This accomplishment is an example of the school's "commitment to fostering diverse career pathways and higher education." Additionally, over 50% of graduates secure employment in manufacturing and construction, further highlighting CTEC's original concept of bridging the skills gap and preparing students for meaningful, real-world careers. The VC commends CTEC success in developing engaged, lifelong learners ready to excel in their chosen fields.

In addition to traditional measurement of academic success, CTEC has created multi layers of experiences and measurement to ensure all students meet its vision to graduate students who are self-aware, engaged in their community, and committed to lifelong learning. CTEC's vision is to help students close the skills gap and develop the knowledge and skills they need to succeed in college and the modern workforce.” CTEC has not only developed a strong core with up-to-date industry vocational courses, it has created Work Experience and Community Classroom. All students participate in lessons through IMAGO that provide meaningful, applicable assignments that review employment procedures and standards aligned with industry. The Community Classroom program provides structure to support CTEC's partnership with industry employers by implementing industry standards within the curriculum.

Through conversations with staff, parents and students there is a plethora of academic and social emotional support for all students. It appears that these supports occur through close communication between teachers, counselors and administration. RTI practices are emerging to support all students. Staff interviewed express the further need to refine practices and strengthen teacher effectiveness.

Significant changes and/or developments and the impact on the school, students, and staff

CTEC reports that since the last visit, as affirmed by the report and follow-up visit, the school has implemented three major initiatives that have positively impacted the educational environment, community engagement, and staff culture: *Enhanced Curriculum Alignment, Project-Based Learning, and Streamlined Communication Systems*. The school has significantly improved the vertical and horizontal alignment of standards within its project-based learning content, fostering a more positive and collaborative staff culture through regular feedback and collective responses from site administration. An extension of Project-Based Learning is the further development of interdisciplinary integrated projects, which culminate in senior projects.

School's follow-up process and process used to prepare the mid-cycle report

It is clear to the VC that CTEC is highly effective in analyzing performance data, using it as a driving force in all aspects of school improvement. It is to be noted that PLCs and communication in particular were strong factors in the school's improvement process. The school effectively addressed the areas of follow-up as identified and recommended during the previous visit. It is evident that all stakeholders had input in the process.

Summary of progress on action plan that addresses student and school needs and growth areas for continuous improvement with the impact on student learning.

The review of past WASC findings and the SPSA is an ongoing annual process, as previously stated. CTEC effectively incorporates findings and input from industry partners to adjust its SPSA, leading to improvements across all aspects of teaching and learning. Below are the abbreviated goals derived from the previous WASC visit, along

with a brief summary of the school's successful processes and progress for each of its four goals. The VC commends CTEC for its thorough and comprehensive approach in addressing its identified needs.

Goal #1 ...continues to support the sanctity of time for PLC... : The school has successfully implemented a protected and highly structured weekly PLC schedule, which alternates between grade-level teams and subject-alike interdependent curriculum teams.

Goal #2 - ...continue to expand opportunities that support all students' mathematics capacity...: CTEC has demonstrated significant school-wide growth in strengthening its instructional approach, integrating and enhancing aligned, sequenced, and rigorous math instruction with career technical education experiences. Students are encouraged to apply math skills and knowledge to solve relevant projects and simulations that meet industry standards.

Goal #3 - ...continues the expansion of Intern opportunities and the development of a data collection system that collects and analyzes performance data.: This partnership enhances students' skill development by offering practical experiences that complement their academic learning.

Goal #4 - 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.": During the visit, the VC addressed the anticipated growth, leading to the realization that there is a need to increase the number of administrators and paraprofessionals. An increase in administrators and paraprofessionals can provide crucial support by improving the management of school operations, allowing for more individualized attention to student needs, and enhancing classroom support for teachers. This additional staffing can help ensure a more effective learning environment and fosters academic and socioemotional development for students.

Schoolwide Strengths

1. Highly qualified and dedicated staff focused on the success of every student.
2. The school community fosters effective communication between all stakeholders using a variety of platforms to ensure that all voices are heard and accessed.
3. Focused educational process supported by well-structured and protected PLC's to aid in the development, implementation, and monitoring of all aspects of teaching and learning.
4. Socioemotional and academic support and resources are available for all students.

5. The school has a state-of-the-industry campus, supported by local industry partners that offers the necessary experiences for students to enter the workforce or pursue post-secondary education options.
6. Students have access to working towards earning an AA degree and placement in relevant internships.
7. The school has nurtured strong relationships with multiple industry partners.
8. The faculty has designed and refined wonderful industry standard integrated projects.
9. There is a high level of support from the Fresno County Superintendent of Schools that ensures appropriate levels of physical, fiscal and personnel support to provide the most rigorous and relevant experience possible for all CTEC students.

Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified areas for growth as identified in the schoolwide action plan/SPSA/LCAP/CIP/CAEP:

1. Continue to pursue the goals outlined in its schoolwide action plan to ensure ongoing success.
2. With anticipated growth of a 30% increase in student enrollment, equating to an additional 130 students, it is imperative that CTEC maintains its commitment to effective Professional Learning Communities (PLCs) and supports teachers with the necessary professional development to enhance curriculum integration and instructional strategies.
3. As enrollment grows, expanding the industry advisory committee and strengthening partnerships will be essential to meeting internship needs and keeping CTEC's industry focus relevant and impactful.

Additional Areas for Growth:

1. Continue to foster opportunities for industry partners to be actively involved in the development and assessment of integrated projects.
2. Continue to support and safeguard the efficacy of PLCs.
3. In light of anticipated growth, stakeholders have expressed the need, in collaboration with FCSS, to explore options in expanding administrative and paraprofessional support staff to meet the needs of students and faculty.
4. In lieu of a competitive athletics program, VC recommends exploration and development of additional opportunities for students to compete through SkillsUSA.