

# Career Technical Education Charter

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Career Technical Education Charter
<b>Street</b>	1320 North Mariposa St
<b>City, State, Zip</b>	Fresno, Ca, 93703-3938
<b>Phone Number</b>	559-265-4048
<b>Principal</b>	Jonathan Delano
<b>Email Address</b>	jdelano@fcoe.org
<b>School Website</b>	ctec.fcoe.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	10101080136291

## 2025-26 District Contact Information

<b>District Name</b>	Career Technical Education Charter School
<b>Phone Number</b>	(559) 265-3000
<b>Superintendent</b>	Dr. Michele Cantwell-Copher
<b>Email Address</b>	mcopher@fcoe.org
<b>District Website</b>	<a href="http://www.fcoe.org">http://www.fcoe.org</a>

## 2025-26 School Description and Mission Statement

### About Our School

Career Technical Education Charter High School (CTEC), established in 2018, proudly serves the students of Fresno County, creating transformative opportunities that empower students to discover their passions, realize their potential, and develop lifelong skills that make a lasting impact. At CTEC, we believe that every student has the capacity to drive change in their community. Our dedicated staff fosters a learning environment where students are inspired to take bold steps toward personal growth and achievement.

We are a school designed to bridge the gap between education and the industries of advanced manufacturing and commercial

## 2025-26 School Description and Mission Statement

construction, offering dynamic learning experiences that blend academic rigor with real-world application. Our team is committed to cultivating a positive, personalized educational journey for each student, recognizing and celebrating their unique skills, talents, experiences, and aspirations. CTEC encourages students to embrace their individuality, push boundaries, and elevate their expectations by fostering curiosity, collaboration, and a passion for learning.

### A Vision of Transformation and Success

Our mission at CTEC is to transform students into goal-driven, fulfilled, and productive members of society. By preparing them for careers and further education in manufacturing, construction, and engineering pathways, we develop leaders who embody professionalism, citizenship, and a commitment to lifelong learning.

Students in grades 9 through 12 choose between two specialized pathways—advanced manufacturing or commercial construction—expanding their studies into disciplines such as Engineering, Architecture, Welding Fabrication, and Machining. Our program empowers students to earn valuable certifications and technical skills that position them for immediate workforce entry or continued post-secondary education.

### Integrated Learning for Comprehensive Development

CTEC's innovative curriculum merges core academic courses with Career Technical Education (CTE) through an integrated project-based learning model. Our students engage in hands-on, collaborative projects that apply classroom knowledge to authentic, real-world challenges. The result is a dynamic educational experience that develops critical thinking, creativity, communication, and collaboration—skills essential for success in the 21st-century workforce.

### Dual Enrollment for College and Career Readiness

Through our partnership with Fresno City College, CTEC students participate in a Dual Enrollment program, earning both high school and college credits at no cost. This unique opportunity eases the transition to higher education while making college credits accessible. With dedication and hard work, students can even earn an associate's degree around the time of high school graduation, saving time and money on their path to success.

### Community Engagement and Industry Experience

CTEC places a strong emphasis on community partnership and civic responsibility. Our students apply their skills to real-world civic projects that improve the lives of local families, transforming worksites into classrooms where students collaborate with teachers and industry partners. CTEC's robust connections with leading businesses—over 30 different industry partners within Fresno County—offer students valuable industry tours, job shadowing, and internships that pave the way for future employment or higher education.

### Preparing Future Leaders and Innovators

CTEC graduates embody professionalism, leadership, citizenship, and adaptability. They respect their employers' needs, collaborate effectively, communicate vision with clarity, and innovate with creativity and drive. Our students develop self-awareness, critical thinking, and perseverance, enabling them to thoughtfully navigate challenges and seize opportunities.

### Vision and Mission

**CTEC Vision:** Education in action—graduating self-aware students who engage in their communities, commit to lifelong learning, and contribute to closing the skills gap.

**CTEC Mission:** We live and teach at the intersection of community involvement, student development, and industry relevance—every single day.

At CTEC, we don't just prepare students for the future; we empower them to shape it.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	91
Grade 10	89
Grade 11	63
Grade 12	46
<b>Total Enrollment</b>	<b>289</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25.6
Male	74.4
Non-Binary	0
American Indian or Alaska Native	0.3
Asian	5.5
Black or African American	5.9
Filipino	0
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	1
Two or More Races	7.6
White	19
English Learners	2.4
Foster Youth	0
Homeless	1.4
Migrant	0
Socioeconomically Disadvantaged	47.4
Students with Disabilities	7.6

#### A. Conditions of Learning

#### State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.6	78.59	148	54.83	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	2.23	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.4	5.73	20.6	7.66	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.2	1.16	69.5	25.78	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3.6	14.47	25.6	9.49	15831.9	5.67
<b>Total Teaching Positions</b>	24.9	100	269.9	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.7	79.82	156	58.95	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	8	3.02	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.6	11.89	11.7	4.43	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.5	2.43	64.6	24.44	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.2	5.77	24.2	9.14	14303.8	5.15
<b>Total Teaching Positions</b>	22.2	100	264.6	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.5	87.69	168.8	61.34	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.9	2.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.4	1.89	20.4	7.41	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	65.3	23.74	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.2	10.38	13.6	4.96	13705.8	4.91
<b>Total Teaching Positions</b>	21.2	100	275.1	100	278927.1	100

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.40	1	0.4
<b>Misassignments</b>	0.00	1.6	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.40	2.6	0.4

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.20	0.5	0
<b>Total Out-of-Field Teachers</b>	0.20	0.5	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	7.8	4.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	2.9	3.1

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections Houghton Mifflin Harcourt Houghton Mifflin Harcourt 2017  Fahrenheit 451 Ray Bradbury Ballantine Books 1953  "There Will Come Soft Rains" Ray Bradbury Perfection Learning 1950  The 7 Habits of Highly Effective Teens Sean Covey Fireside 1998 Brave NewWorld Aldoux Huxley Chatto & Windus 1932 Lord of the Flies William Golding Faber and Faber 1954 Of Mice and Men John Steinbeck Covici Friede 1937 "The Tragedy of Romeo and Juliet" William Shakespeare Houghton Mifflin Harcourt 1592 "Myths and Legends of Ancient Greece and Rome: Theseus" StudySync StudySync N/A StudySync.org "The Story of Prometheus and Pandora's Box" James Baldwin CommonLit 1895 CommonLit.org "To a Mouse" Robert Burns Public Domain 1785 <a href="https://www.commonlit.org/en/texts/to-a-mouse?search_id=392339">https://www.commonlit.org/en/texts/to-a-mouse?search_id=392339</a> "The Sound of Thunder" Ray Bradbury William MorrowPaperbacks 1952 "Icarus and Daedalus" Josephine Peabody N/A 1897 <a href="https://www.commonlit.org/en/texts/icarus-and-daedalus?search_id=392498">https://www.commonlit.org/en/texts/icarus-and-daedalus?search_id=392498</a> "The Lottery" Shirley Jackson The NewYorker 1948  "When I Heard the Learn'd Astronomer" Walt Whitman Public Domain 1867 <a href="https://www.commonlit.org/en/texts/when-i-heard-the-learn-d-astronomer?search_id=392583">https://www.commonlit.org/en/texts/when-i-heard-the-learn-d-astronomer?search_id=392583</a> "The Road Not Taken" Robert Frost Henry Holt 1916 "The Raven" Edgar Allan Poe NewYork Evening Mirror 1845 You and Yours Naomi Shihab Nye BOA Editions, LTD 2005	0

Oranges Gary Soto N/A 1985

Websites

Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL

"Eleven Principles for Creating Great Community Places" N/A

Project for Public Spaces <https://www.pps.org/article/11steps>

"What is Placemaking?" N/A Project for Public Spaces

[https://www.pps.org/article/what-is\\_placemaking](https://www.pps.org/article/what-is_placemaking)

Primary Documents

Title Authors Date URL

"Address to the Commonwealth Club of California" Cesar

Chavez 1984 [https://www.commonlit.org/en/texts/address-to-the-commonwealth-club-of-california?search\\_id=392376](https://www.commonlit.org/en/texts/address-to-the-commonwealth-club-of-california?search_id=392376)

"On Drought Conditions" (Excerpt) Franklin D. Roosevelt 1936

[https://www.commonlit.org/en/texts/excerpt-from-on-drought-conditions?search\\_id=392394](https://www.commonlit.org/en/texts/excerpt-from-on-drought-conditions?search_id=392394)

Multimedia

Title Author Director Name of video series Date Website Medium of Publication

"East Vs. West: The Myths that Mystify" Devdutt Pattanaik N/A

Ted Talk Nov, 2009

<https://www.ted.com/talks?sort=newest&q=east+vs.+west> Video

Other

Title Authors Date Course material type Website

"Ancient Greece: The Birthplace of Western Individualism"

StudySync 2016 Informational Text USHistory.org

"Myths and Legends of Ancient Greece and Rome: Introduction"

StudySync 2016 Informational Text StudySync.org

"The Triangle Shirtwaist Factory Fire" Mike Kubic 2016

Informational Text [ empty ]

"Someone Might Be Watching: An Introduction to Dystopian

Fiction" Shelby Ostergaard 2017 Informational Text [ empty ]

"Drones Put Spying Eyes in the Sky" Stephen Ornes 2014

Informational Text [ empty ]

"Proposed Treatment to Fix Genetic Diseases Raises Ethical Issues" Rob Stein 2013 Informational

Text [ empty ]

"Total Control in North Korea" Jessica McBirney 2016

Informational Text [ empty ]

"The Stanford Prison Experiment" Saul McLeod 2008

Informational Text [ empty ]

"Online Identity" CommonLit Staff 2004 Informational Text

[https://www.commonlit.org/en/texts/online-identity?search\\_id=392534](https://www.commonlit.org/en/texts/online-identity?search_id=392534)

"What Makes Good People Do Bad Things?" Melissa Dittmann

2004 Informational Text

[https://www.commonlit.org/en/texts/what-makes-good-people-do-bad-things?search\\_id=392550](https://www.commonlit.org/en/texts/what-makes-good-people-do-bad-things?search_id=392550)

The Crucible Arthur Miller (Play)

"Speech in the Virginia Convention" Patrick Henry (Speech)

Proclamation by General Thomas Gage (Letter)

Joseph Galloway's Speech to Continental Congress (Speech)

Into the Wild Jon Krakauer (Nonfiction)

From Nature Ralph Waldo Emerson (Essay)

From Self-Reliance Ralph Waldo Emerson (Essay)

	<p>From Walden by Henry David Thoreau (Nonfiction)      Civil Disobedience Henry David Thoreau (Essay)      Apple "Think Different" (Commercial)      Reebok "Self-Reliance" (Commercial)</p> <p>The Great Gatsby F. Scott Fitzgerald (Fiction)      "Mimis in the Middle" This American Life (Radio Show)      "The Way We Were: Rethinking the American Dream" David Kamp (Essay)      "Why Inequality Matters" Paul Krugman (Opinion)      "Suburbanization in the United States after 1945" Becky Nicolaides and Andrew Wiese (Article)      "The Impacts of Neighborhood on Economic Opportunity New Evidence and Policy Lessons" Raj Chetty (Presentation)      "Bringing Manufacturing Back to the U.S. Is Easier Said Than Done" Willy C. Shih (Article)      "Dreams" Langston Hughes (Poem)      "Harlem" Langston Hughes (Poem)</p> <p>Fahrenheit 451 Ray Bradbury (Novel) or 1984 George Orwell (Novel)      "Looking to the Future, Public Sees an America in Decline on Many Fronts" Pew Research Center (Article)</p>	
<b>Mathematics</b>	<p>Core-Plus Mathematics, Course 1 C.R. Hirsch, J.T. Fey, E.W. Hart, H.L. Schoen, A.E. Watkins, et. al. McGraw-Hill Education 2015 <a href="http://cpmonline.org">cpmonline.org</a></p> <p>Core-Plus Mathematics, Course 2 C.R. Hirsch, J.T. Fey, E.W. Hart, H.L. Schoen, A.E. Watkins, et. al. McGraw-Hill Education 2015 <a href="http://cpmonline.org">cpmonline.org</a>      Websites</p> <p>Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL</p> <p>CPMP Tools [ empty ] McGraw-Hill Education  <a href="http://www.cpmonline.org/cpmp-tools/">http://www.cpmonline.org/cpmp-tools/</a>      Desmos [ empty ] Desmos, Inc. <a href="https://www.desmos.com/">https://www.desmos.com/</a></p> <p>Blitzer, Algebra &amp; Trigonometry, 6th Edition 2018 SAVVAS MyMathLab. Pearson</p>	0
<b>Science</b>	<p>Physics: A First Course CPO Science School Specialty Science 2nd</p> <p>Experience Chemistry 2021 California Digital Courseware, SAVVAS</p> <p>An Introduction to Conservation Biology by Sher and Primack, 2nd edition, ISBN 978-1-6053-5897-0</p>	0
<b>History-Social Science</b>	<p>California World History: The Modern World Elisabeth Gaynor Ellis , Anthony Esler Pearson 2019</p> <p>Impact California Social Studies World History, Culture, &amp; Geography: Mordern World Jackson Spielvogel, Ph D., Jay McTighe Mc Graw Hill Education 2019</p> <p>Websites</p> <p>Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL</p> <p>Read Like A Historian Stanford History Education Group  <a href="https://sheg.stanford.edu/historylessons">https://sheg.stanford.edu/historylessons</a></p>	0

	Primary Documents Title Authors Date URL Two Treatises on Civil Government John Locke 1690 Declaration of Independence Thomas Jefferson 1776 Declaration of the Rights of Man [ empty ] 1789 Diary Of General John Pershing John Pershing 1918 Armistice 1918	
<b>Foreign Language</b>	Vistas: Introducción a la lengua española José Blanco and Philip Donley Vista Higher Learning 5th	0
<b>Health</b>	Connect Core Concepts in Health, BRIEF, 17th Edition, ISBN10: 1264144598   ISBN13: 9781264144594 By Paul Insel, Walton Roth and Claire Insel  2020 Heartsave First Aid CPR AED Student Workbook 9781616698270 20-1126  Aha, American Heart Association American Heart Association 2021-02-01	
<b>Visual and Performing Arts</b>	The Art of Engineering Design with SolidWorks, SolidWorks 2020 Architecture & Design; AutoCAD 2020 SketchUp	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

In our most recent FIT Report CTEC was given an overall rating of good for all areas. CTEC has continued to add improvements to the campus to encourage a collaborative learning environment. To support their CTE Pathways, additional improvements to equipment and instructional capacity have been made to CTE classrooms to expand the development of industry identified skills. Technology upgrades have been made to ensure internet access is available throughout the campus. The addition of an outdoor learning space was completed in the fall to provide alternative learning environments for students and teachers.

**Year and month of the most recent FIT report**

10/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

### External:

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	82	73	28	31	47	48
<b>Mathematics</b> (grades 3-8 and 11)	48	41	16	18	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	60	59	98.33	1.67	72.88
<b>Female</b>	20	20	100.00	0.00	70.00
<b>Male</b>	40	39	97.50	2.50	74.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	37	97.37	2.63	64.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	68.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	60	59	98.33	1.67	40.68
<b>Female</b>	20	20	100.00	0.00	40.00
<b>Male</b>	40	39	97.50	2.50	41.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	37	97.37	2.63	35.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	34.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	61.46	55.93	5	3.51	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	109	108	99.08	0.92	63.89
<b>Female</b>	33	33	100.00	0.00	57.58
<b>Male</b>	76	75	98.68	1.32	66.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	62	61	98.39	1.61	54.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	88.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	52	100.00	0.00	55.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 Career Technical Education Programs

The Career Technical Education Charter (CTEC) was established by the Fresno County Superintendent of Schools (FCSS) to meet the growing demand for skilled workers and address community needs for an educational model that connects high school learning to industry opportunities. CTEC serves a diverse student body from across Fresno County, offering all students a focused pathway to college or career readiness. CTEC's career pathway programs aim to create highly employable graduates with a strong foundation in relevant career education, linking core academic knowledge to real-world applications. CTEC offers pathways in two industry sectors:

- Manufacturing and Product Development
- Machining and Forming Technologies
- Welding and Materials Joining
- Product Innovation and Design
- Building and Construction Trades
- Engineering and Heavy Construction
- Mechanical Systems Installation and Repair
- Residential and Commercial Construction

Each pathway provides a structured 9–12 grade sequence of courses, beginning with introductory classes and progressing through concentration and capstone experiences. This scaffolded approach integrates academic and technical content through interdisciplinary project-based learning, preparing students for post-secondary education and direct entry into the workforce. Through a partnership with the State Center Community College District, students can enroll in dual enrollment courses and

## 2024-25 Career Technical Education Programs

earn up to 60 college credits, potentially completing an Associate of Arts (AA) degree in Industrial Technology with an emphasis in Advanced Manufacturing or Construction before high school graduation. These courses meet A-G requirements and are taught by teachers qualified to serve as community college adjunct faculty.

CTEC students benefit from dynamic industry partnerships, offering experiences that connect classroom instruction to professional practice:

-Job Shadowing: Students explore career options, observe daily workplace operations, and enhance their professional skills. These experiences motivate students to achieve their educational and career goals while developing 21st-century soft skills like communication and teamwork.

-Internships: Every senior at CTEC participates in a paid internship, dedicating 12-16 hours weekly to developing specialized skills and expanding their employability. These internships, supported by local industry leaders, offer real-world learning and professional networking opportunities.

-Equity and Inclusion

CTEC participates schoolwide in SkillsUSA, providing students across all pathways the opportunity to engage in this nationally recognized organization. Students compete at the regional, state, and national levels, developing both technical pathway skills and essential leadership skills through a wide range of competitive and leadership events.

CTEC pathways are accessible to all student subgroups across Fresno and neighboring counties. The school prioritizes inclusive promotional materials, translated into multiple languages, to reach English Learner populations. These materials highlight students from diverse backgrounds and feature underrepresented groups in construction and manufacturing, including women.

### CTE Advisory Committee

CTEC's CTE Advisory Committee meets the requirements of Education Code (EC) Section 8070 and includes representatives from:

The general public knowledgeable about disadvantaged populations

Students and teachers

Business and industry leaders

School administration

The Department of Employment Development

This diverse committee ensures that CTEC's programs remain aligned with workforce needs, responsive to student interests, and reflective of community values.

Program sequence currently offered:

#### Advanced Manufacturing Pathway

STEM Integrated Manufacturing

Community Applied Manufacturing

The Art of Engineering Design w/ SolidWorks

Manufacturing Systems Design

Graphics Production Technologies

Modern Welding Technology and Applications

Advanced Product Development

Welding Processes & Fabrication

Advanced Engineering Technology

#### Commercial Construction Pathway

Construction Technology I

Construction Technology II

Architecture & Design

Construction Management and Planning

Facilities Systems and Safety

Modern Welding Technology and Applications

Adv Construction Technology

Welding Processes & Fabrication

Adv Architecture & Engineering

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

Commercial Construction Pathway

1. Mark Wilson Construction

2. Legacy Construction

## 2024-25 Career Technical Education Programs

- 3. Core Business Interiors
- 4. SIM Architects
- 5. Builders Exchange
- 6. Fresno City College
- 7. Fresno State
- 8. Harris Construction
- 9. 4 C's Construction
- 10. APEX Construction
- 11. Electrical Powersource
- 12. Lawrence Engineering Group
- 13. Powers Construction

### Advanced Manufacturing Pathway

- 1. SJVMA
- 2. PNM
- 3. Blue Dolphin
- 4. Sanitary Stainless Welding, INC.
- 5. Fresno City College
- 6. Fresno State
- 7. Advanced MetalWorks
- 8. Saf-T-Cab
- 9. Betts
- 10. Superior Machining
- 11. United Western Industries
- 12. M&M
- 13. Quantum
- 14. Lange Research

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	292
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.8

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	95.65

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

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

### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.3	98.6	98.6	98.6	98.6

## C. Engagement

## State Priority: Parental Involvement

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

### 2025-26 Opportunities for Parental Involvement

#### Ways Families Engage at CTEC

##### 1. Contributing Through Feedback and Input

At CTEC, parent perspectives are essential to guiding school improvement and ensuring that our programs meet the needs of every student. Families are invited to share their insights through annual parent surveys, which explore preferences for involvement, communication, and engagement opportunities. In addition, Program Evaluation Surveys provide a comprehensive review of all aspects of the academic program, including instruction, teacher performance, facilities, and student support services. This ongoing feedback allows CTEC to continuously refine programs, identify areas for growth, and implement strategies that strengthen student learning and overall school culture. By actively participating in these feedback opportunities, parents help shape decision-making, influence priorities, and ensure that the school remains responsive to the needs of students, families, and the broader community.

##### 2. Leadership and Advisory Opportunities

Parents have meaningful opportunities to influence school programs and decision-making at CTEC through a variety of leadership and advisory groups. The Parent Advisory Committee (PAC) serves as a key forum where families can share insights, identify areas of need, and collaborate directly with administrators. Parents also play an essential role in shaping the Local Control and Accountability Plan (LCAP) by providing feedback on academic goals, student support services, and resource allocation. In addition, families are invited to participate in Title I meetings, where they receive program updates and engage in discussions about how to best support student achievement. Parents also contribute to the development and review of the Safe School Plan, lending their perspectives on campus safety, student well-being, and emergency preparedness. Through these collaborative structures, families help guide school priorities, strengthen communication, and ensure that CTEC's programs reflect the needs and values of the community.

##### 3. Supporting Events and School Culture

Families play an important role in strengthening the CTEC community by participating in school-wide events such as

## 2025-26 Opportunities for Parental Involvement

Orientation, Open House, and our Industry Showcases.

In addition, CTEC hosts two major community engagement events each year — Fall Fest and Spring Fest. These celebrations provide opportunities for students, staff, and families to connect with the broader community, highlight the programs and pathways available at CTEC, and share information with potential future students and their families.

The planning and fundraising efforts behind these events not only expand opportunities for students, but also celebrate student achievement and honor the dedication of our committed staff.

### Enhancing Student Learning and Career Exploration

CTEC encourages parents, industry partners, and community members to actively support student learning by participating in classroom projects, sharing professional expertise, and providing real-world context that connects coursework to career opportunities. Each semester, parents contribute during Industry Showcases, offering feedback that helps students refine critical skills such as problem-solving, communication, and presentation. These collaborative experiences not only enrich the academic program but also prepare students to apply their knowledge in professional settings, fostering career readiness and practical skill development.

### Workshops and Family Resources

To help families support their student's academic journey, CTEC hosts grade-level workshops designed to provide information about academic standards, assessments, and tools such as the Extended Learning Program. These sessions also offer guidance on college and career opportunities, creating a shared understanding of expectations and resources. By attending workshops, parents gain knowledge, develop strategies to support learning at home, and strengthen collaboration with teachers and staff, ensuring that students have a strong foundation for both academic success and future career exploration.

### Advocacy and Specialized Support

#### Advocacy and Specialized Support

CTEC provides families of students with unique needs multiple avenues to engage and advocate for their children's education. The Charter SELPA Community Advisory Committee offers a platform for parents of students receiving special education services to share their insights, raise concerns, and participate in program development. In addition, Title I meetings give families access to program updates, resources, and opportunities to provide direct feedback to staff. By participating in these programs, parents help ensure that CTEC's services are inclusive, responsive, and tailored to meet the diverse needs of all students, while fostering a collaborative partnership between families and school staff.

### Communication, Support, and Open Access

CTEC maintains an open-door policy, encouraging parents to visit, ask questions, and engage in dialogue with staff. CTEC's Expanded Learning Program (after school program) provides students and families with enriching opportunities beyond the regular school day. Through after-school activities, students can engage in hands-on projects, academic support, and career exploration experiences that complement classroom learning. The program also offers workshops, tutoring, and skill-building sessions designed to strengthen both academic and social-emotional growth. Families are encouraged to participate alongside students, gaining insight into the programs and supporting learning at home. By extending learning opportunities beyond the school day, CTEC helps students explore new interests, develop essential skills, and prepare for college and career success, while fostering stronger family engagement in the educational process.

Consistent communication, meaningful involvement, and shared goals empower families to help shape CTEC's mission and contribute to student success.

For families interested in volunteering or exploring more opportunities to be involved, the Main Office can be reached at 559-443-4861.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	0	2.3	0	37.7	42.2	35.5	8.2	8.9	8
<b>Graduation Rate</b>	96.9	97.7	100	25.1	23.3	23.9	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	46	46	100.0
<b>Female</b>	12	12	100.0
<b>Male</b>	34	34	100.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	22	22	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	14	14	100.0
<b>English Learners</b>	0	0	0.00
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	27	100.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	305	298	38	12.8
Female	79	77	14	18.2
Male	226	221	24	10.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	2	11.1
Black or African American	17	17	3	17.6
Filipino	--	--	--	--
Hispanic or Latino	183	179	21	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	4	18.2
White	59	57	8	14.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	154	151	22	14.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	25	3	12.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.27	2.71	5.25	3.45	3.28	2.74	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.25	0.00
Female	0.00	0.00
Male	7.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	10.53	0.00
Black or African American	11.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	6.78	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

### CTEC's Commitment to School Safety

At Career Technical Education Charter High School (CTEC), ensuring the safety of students and staff is a top priority. Each year, CTEC develops and implements a comprehensive Safe School Plan (SSP) in collaboration with the Parent Advisory Committee (PAC) and the Fresno County Superintendent of Schools Facilities Department. The SSP outlines emergency procedures and proactive strategies to maintain a secure, supportive, and inclusive learning environment.

#### Preparedness and Training

All CTEC staff members are designated as disaster service workers under California Government Code. This recognition underscores their essential role in protecting and supporting students during emergencies. To fulfill this responsibility, CTEC:

Conducts monthly drills and exercises to ensure staff and students are familiar with emergency response procedures.  
Provides comprehensive emergency operations training to all school personnel to meet legal requirements for readiness.  
Communicates individual roles and responsibilities to staff each August in preparation for potential school closures, emergencies, or crises.

#### Fostering a Safe and Inclusive Learning Environment

CTEC's commitment to safety extends beyond physical security. We believe that student learning thrives in an environment that is free from discrimination and supports high expectations for all students. Administration, teachers, and students work together to create a respectful and engaging atmosphere where diversity is celebrated, and inquiry-based learning flourishes.

#### Advisory and Social-Emotional Support

CTEC's advisory program plays a key role in promoting safety and student well-being. Through tailored lessons designed by administration and teachers, students develop critical social-emotional skills and build meaningful connections with mentors. Advisory sessions integrate the school's cultural pillars and Positive Behavioral Interventions and Supports (PBIS) framework, reinforcing a strong foundation of trust, respect, and academic support.

#### Behavioral Support and Restorative Justice

CTEC uses a behavioral modification process focused on keeping students engaged in learning while addressing challenges collaboratively with families. For minor behavioral issues, students are redirected and supported through instructional strategies, while parents are involved to promote shared accountability. For major infractions, the school's discipline matrix emphasizes rehabilitation and reintroduction rather than punitive measures.

Restorative justice practices help students take responsibility for their actions, repair relationships, and reintegrate into the school community. Conferences, mediation, counseling, and other restorative activities foster personal growth and accountability.

#### Flexibility and Remote Learning Access

CTEC adapts its academic program to ensure continuity of learning during health or safety-related disruptions. Students have access to remote instruction and peer collaboration when in-person attendance is not possible. The school's Expanded Learning Program provides additional support to address learning gaps and enhance industry-specific skills.

#### Continuous Improvement

The SSP is reviewed and refined annually to meet evolving needs. Following its 2025 update and staff review on August 3, CTEC will present the plan to the PAC in Spring 2026 to prepare for the 2026-27 school year. This collaborative approach keeps CTEC responsive, prepared, and focused on the well-being of its community.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	10	2	0
Mathematics	16	13	0	0
Science	15	12	0	0
Social Science	14	11	1	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	1	0
Mathematics	25	9	1	4
Science	18	11	0	0
Social Science	15	10	1	0

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	9	5	0
Mathematics	23	7	6	2
Science	20	8	4	0
Social Science	18	8	3	0

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,555	\$4,622	\$15,933	\$74,037
District	N/A	N/A	\$15,933	N/A
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	N/A
Percent Difference - School Site and State	N/A	N/A	38.7	6.1

## Fiscal Year 2024-25 Types of Services Funded

Local Control Funding Formula (LCFF) from the state provides general funding for CTEC's academic programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the CTEC board and developed in conjunction with educational partners including parents, students, school employees and other

## Fiscal Year 2024-25 Types of Services Funded

educational partners. State, Federal and other local funds, including but not limited to ESSER, Lottery, Title funding, Special Education to support additional instruction hours and activities to support CTEC's instructional program.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Where there are student course enrollments of at least one student.

## Professional Development

CTEC's Commitment to Professional Development for Staff

At Career Technical Education Charter High School (CTEC), we prioritize ongoing professional development to ensure all staff

## Professional Development

are equipped to provide an exceptional educational experience for students. Our staff development aligns with state academic standards and Career Technical Education (CTE) content to enhance both core academic instruction and industry-focused learning.

### Professional Learning Communities (PLCs)

CTEC fosters collaboration among teachers through weekly interdisciplinary, grade-level PLCs. These dedicated sessions focus on:

- Sharing best practices across curriculum areas.
- Developing lessons that target student needs.
- Creating and refining rubrics to assess student performance effectively.
- Discussing student progress and identifying strategies to improve outcomes.

### Tailored Professional Support for Teachers

CTEC works closely with teachers to identify instructional needs based on student performance data. Targeted support is provided to ensure strategies align with school goals and student success initiatives. New teachers receive comprehensive training on school-wide procedures and classroom expectations before their first engagement with students.

### Partnership with Fresno County Superintendent of Schools

CTEC's collaboration with the Fresno County Superintendent of Schools strengthens professional capacity through:

- Content-specific development in core academic areas.
- English Language Development (ELD) strategies.
- Trauma-Informed Instruction to support student well-being.
- Classroom management and technology integration to enhance teaching effectiveness.
- Student assessment training for state assessments, including the CAASPP.

### Specialized Professional Growth for CTE Teachers

To ensure alignment with industry standards, all CTE teachers participate in externships that enhance their industry knowledge and skills. CTEC teachers also collaborate with the Fresno County Superintendent's Regional Occupational Program to:

- Increase industry connections and access to industry certifications.
- Strengthen skill development to keep curriculum current and relevant.

### Behavioral and Restorative Practice Training

CTEC invests in ongoing training for Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice strategies to promote a positive and inclusive school climate. These approaches are designed to keep students engaged in learning while fostering personal growth and accountability.

This comprehensive professional development structure reflects CTEC's dedication to continuous improvement and its commitment to creating a dynamic, student-centered learning environment.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	30