



# Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

**To:** Fresno County Board of Education

**From:** Fresno County Superintendent of Schools Charter School Petition Review Committee

**Subject:** Committee Report Regarding the Career Technical Education Charter Renewal Charter Petition

**Date:** March 5, 2025

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The Fresno County Superintendent of School's (FCSS) Charter School Petition Review Committee (Charter Committee) has reviewed the Career Technical Education (CTEC) Renewal Charter Petition (Renewal Petition). This Committee Report provides a detailed discussion of the Charter Committee's review, concerns, and findings related to the Renewal Petition.

## **I. BACKGROUND:**

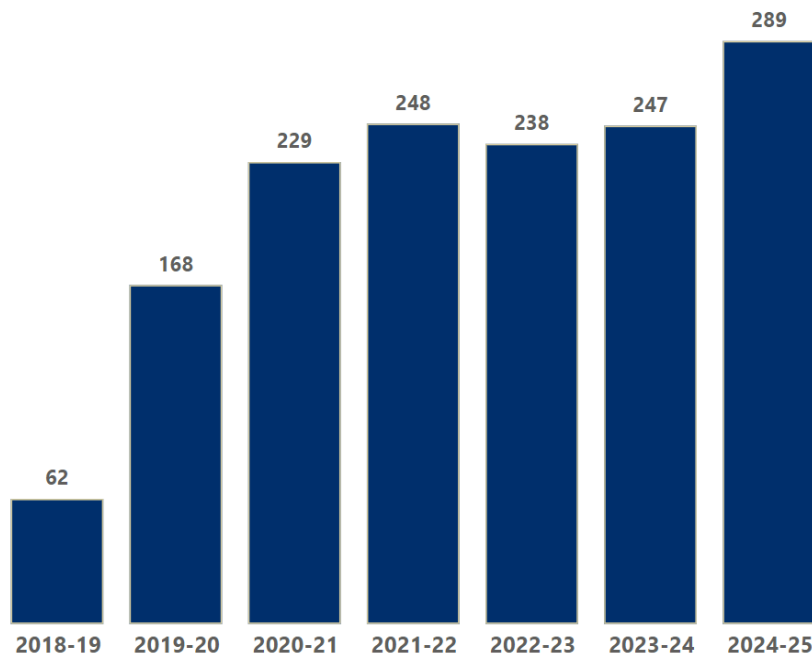
Lead petitioner Dr. Michele Cantwell-Copher, Fresno County Superintendent of Schools, is applying to the Fresno County Board of Education (FCBE) on behalf of CTEC to renew its charter school. The Renewal Petition, submitted to the FCBE on January 23, 2025, covers the period from July 1, 2025, through June 30, 2030. Each member of the FCBE has received a copy of the Renewal Petition and appendices. A public hearing was conducted on February 18, 2025. A comprehensive site visit was conducted during the petition review on February 12, 2025.

CTEC was originally chartered by the FCBE in 2017 and began serving students under FCBE authorization during the 2018-2019 school year. Due to charter term extensions codified in [EC 47607.4](#), the CTEC charter term was extended to June 30, 2025.

CTEC offers a comprehensive high-school program featuring Dual Enrollment in partnership with Fresno City College. Dual enrollment allows students to take college classes while still in high school. Dual enrollment – also known as concurrent enrollment – enables high school students to take college courses, taught by college professors, at their high school campus. Students are able to graduate from CTEC with a high school diploma while also graduating from Fresno City College with an associate's degree in industrial technology.

CTEC is in central Fresno located at the Kermit Koontz Educational Complex at 1320 Mariposa St., Fresno, CA. 93703.

**I.a CHARTER SCHOOL ENROLLMENT (CDE DataQuest)**  
**Multi-Year Enrollment Summary**  
**Career Technical Education Charter School Enrollment History**



**Multi-Year Summary by Ethnicity**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Hispanic or Latino	Pacific Islander	White	Two or More Races
2024-25	289	5.88%	0.35%	5.54%	60.21%	1.04%	19.03%	7.61%
2023-24	247	6.90%	0.00%	7.30%	61.10%	0.40%	18.20%	5.70%
2022-23	238	6.70%	0.00%	3.80%	60.90%	0.00%	24.80%	2.90%
2021-22	248	5.60%	0.40%	4.80%	58.90%	0.00%	27.00%	2.80%
2020-21	229	6.10%	0.40%	4.40%	61.10%	0.00%	23.60%	3.50%
2019-20	168	3.60%	0.60%	1.80%	63.70%	0.00%	26.20%	3.60%
2018-19	62	3.20%	0.00%	4.80%	69.40%	0.00%	17.70%	3.20%



### Multi-Year Summary by Student Group

Subgroup	24-25	23-24	22-23	21-22	20-21
English Learners	2.40%	4.90%	3.80%	2.80%	3.10%
Foster Youth	0.00%	0.00%	0.00%	0.40%	0.00%
Homeless Youth	0.00%	0.80%	0.40%	0.80%	0.90%
Migrant Education	0.00%	0.00%	0.00%	0.40%	0.40%
Students with Disabilities	7.60%	7.30%	8.00%	7.30%	8.30%
Socioeconomically Disadvantaged	47.40%	49.80%	51.30%	49.60%	51.10%
All Students	289	247	238	248	229

### Fresno County Enrollment Comparisons (23-24)

Subgroup	CTEC	Fresno USD	Clovis USD	Central USD
English Learners	4.90%	20.10%	4.80%	13.90%
Foster Youth	0.00%	1.00%	0.50%	1.20%
Homeless Youth	0.80%	0.80%	0.10%	0.70%
Migrant Education	0.00%	1.50%	0.10%	0.70%
Students with Disabilities	7.30%	13.70%	10.00%	10.90%
Socioeconomically Disadvantaged	49.80%	88.20%	46.40%	81%
All Students	247	68,246	43,291	15,956



## II. CHARTER RENEWAL CRITERIA

The Charter Committee reviewed the CTEC Renewal Petition against the applicable standards established in Education Code (EC) section 47605, 47607, and 47607.2 which establishes the criteria for granting or denying charter renewals.

**47607(a)(1)** *A charter may be granted pursuant to Sections 47605, 47605.5, 47605.6, and 47606 for a period not to exceed five years.*

*(2) A chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2. Notwithstanding subdivisions (b) and (c) and Section 47607.2, a chartering authority may deny renewal pursuant to subdivision [47607.2](e) [Fiscal, Governance, Not serving all students who wish to attend].*

*(3) A charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in Section 47605.*

*(4) The findings of paragraphs (7) and (8) of subdivision (c) of Section 47605 shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision. For a material revision, analysis under paragraphs (7) and (8) of subdivision (c) of Section 47605 shall be limited to consideration only of the impact of the proposed material revision.*

*(5) The chartering authority may inspect or observe any part of the charter school at any time.*

*(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

*(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.*

*... (3) For purposes of this section and Section 47607.2, “measurements of academic performance” means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system,*



*the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.*

*(4) For purposes of this section and Section 47607.2, “subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.*

*(5) To qualify for renewal under clause (i) of subparagraph (A) or (B) of paragraph (2), subparagraph (A) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) or (B) of paragraph (2), subparagraph (B) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.*

*(6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.*

**47607(d)(2)** *When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision (c) of Section 47605 [suspensions or expulsions] or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6 [suspensions or expulsions].*

*(3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.*

*(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority*



*may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:*

*(1) The corrective action proposed by the charter school has been unsuccessful.*

*(2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*

*47607.2(b)(1) . . . the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.*

*(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

*(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*

*(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*

*(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

*(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).*

*(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority for the next two subsequent renewals until January 1, 2026, for a charter school pursuant to this paragraph.*

*(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance.*

*(7) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.*

*...*

Education Code section 47605 establishes the criteria for reviewing a charter petition.  
**According to EC section 47605(b)-(c):**

*(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the*





*provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The governing board of the school district shall publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.*

*(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

*(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*

*(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*

*(3) The petition does not contain the number of signatures required by subdivision (a).*

*(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).*

*(5) The petition does not contain reasonably comprehensive descriptions of all of the [elements established in 47605(c)(5)(A-O)]*



...

*(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

### **III. CHARTER PETITION REVIEW COMMITTEE ANALYSIS**

Information regarding CTEC's past performance has been collected through statutory data submission and regular interaction between CTEC and FCSS throughout the current charter term. Throughout the current charter term, FCSS team members participated in annual site visits (EC section 47604.32(b)) and ongoing oversight at CTEC.

A comprehensive site visit was conducted as a part of the petition review on February 12, 2025. During the site visits, the Charter Committee observed classrooms and conducted focus groups with students, teachers, parents, and the CTEC leadership team.

Students commended CTEC's ability to foster confidence, leadership, and a sense of community among students. Multiple students talked about the benefit of CTEC's summer immersion, cooperative learning model, cross-curricular instruction, access to instructional support, family-like atmosphere, and preparation for careers and continuing higher education. When asked to describe CTEC with one word, individual students stated: *fun, secure, welcoming, comforting, family, chill, and incredible*. Students voiced a desire for more space in the innovation center, especially as enrollment grows.

Parents commended CTEC's responsiveness, support for students, family-like atmosphere, teacher-student relationships, and attentiveness to the needs of students with exceptional needs. Two parents shared stories of reaching out to Mr. Delano on his cell phone in a crisis and Mr. Delano responded promptly and intervened on behalf of their student. One parent commented: "CTEC saved my student's life." Parents stated that CTEC is responsive to parent and student input and uses multiple tools to communicate with parents and students. When asked what CTEC can do to improve, parents expressed an interest in allowing students to explore the Arts (through clubs or coursework), establishing a booster club, and more instructional coaching for CTE teachers. When asked to describe CTEC in one word, parents stated: "*community, rigor, exceptional, teamwork, success, and sweet*." Parents and students concurred in their desire for more access to sports at CTEC beyond the few teams and activities currently available.

CTEC teachers and support staff commended the level of support provided by the CTEC leadership team. One teacher stated: "I feel empowered at CTEC to believe that I can teach every kid." CTEC staff work together to create a sense of family. One of CTEC's





Resource Specialists stated that staff, including site leadership, work together to ensure success for CTEC's students with disabilities. Multiple teachers commended the new instructional coach and her ability to improve instruction in core and CTE courses. One CTE teacher, a career construction foreman, and now a new teacher, commended Mr. Delano's support and leadership. He stated: "I feel led. I feel comfortable." Teachers spoke about the multiple measures used to ensure student academic progress, including CAASPP formative and summative assessments, Professional Learning Communities, and local assessments. CTEC provides an instructional model that challenges teachers to collaborate often to ensure instruction is rigorous and relevant across the core and CTE curriculum. This is done through shared projects and lessons. Staff told about a recent CTEC graduate who was a student with exceptional needs who is gainfully employed as a welder with one of CTEC's community partners.

Charter committee members attended the FCBE Public Hearing for CTEC on Tuesday, February 18, 2025. During the public hearing, 10 participants spoke. Participants included: two staff members, three parents, three current CTEC students, and two CTEC alumni. CTEC Director Jon Delano shared and explained CTEC performance outcomes and addressed the fiscal outlook at CTEC, explaining how increasing enrollment trends will lead to increased revenue. Vice Principal Rachel Groft, also a CTEC parent, commended CTEC's staff for their commitment to outcomes for CTEC students. Multiple parents spoke about CTEC's support for students with disabilities and other exceptional needs. Jenny Plumb, a parent of three current and former CTEC students, shared that each of her three students is positioned to thrive in life because of their time at CTEC. CTEC students and alumni spoke about how their academic and CTE skills acquired at CTEC have prepared them for life after CTEC. One CTEC alumnae shared that he was accepted into a competitive union position because the associate's degree earned at CTEC, coupled with his training at CTEC, placed him above 100 other candidates in the union application pool.

This section includes a summary of the Charter Committee's analysis related to the criteria outlined in Section II of this report. For each criterion, the page numbers where supporting information can be found in the Renewal Petition are provided. Charter Committee comments are provided where needed for clarity.

**EC 47605(c)(1)/47605.6(b)(1) [Does the charter school present a sound educational program for the pupils to be enrolled in the charter school?] (Y/N/NA)**

**Yes-** As is noted in the subsections, below, CTEC's Renewal Petition contains a complete description of a sound educational program, including application of the Local Control Funding Formula and corresponding Local Control Accountability Plan (LCAP). Provision is made within the Renewal Petition to address the academic needs of all students, including but not limited to students at risk of low achievement, English Learners, and students with disabilities.



CTEC's educational program is designed to meet the diverse needs of its student population. Annual site visits and student outcomes revealed evidence of standards-based instruction through interactive, engaging, and innovative learning opportunities that integrate core and CTE courses. Student projects and work samples provided evidence of critical thinking, collaboration, cross-curricular instruction, and technology integration. CTEC classrooms feature flexible learning environments, materials, and assessments that accommodate diverse learning styles and needs by providing multiple means of engagement, representation, and action/expression. CTEC staff significantly improved their Mathematics instruction during the 2022-23 school year, resulting in more standards-aligned instruction while maintaining a cross-curricular approach to instruction. These shifts have resulted in significant increases in schoolwide and student-group mathematics Smarter Balanced assessment scores. Students of all abilities participate in highly technical construction and manufacturing activities. Student construction and manufacturing projects are on display around the CTEC campus. Student work observed demonstrated standards-based instruction.

Students commended CTEC's ability to foster confidence, leadership, and a sense of community among students. Multiple students talked about the benefit of CTEC's summer immersion, cooperative learning model, cross-curricular instruction, access to instructional support, family-like atmosphere, and preparation for careers and continuing higher education. When asked to describe CTEC with one word, individual students stated: *fun, secure, welcoming, comforting, family, chill, and incredible*. Students voiced a desire for more space in the innovation center, especially as enrollment grows.

Parents commended CTEC's responsiveness, support for students, family-like atmosphere, teacher-student relationships, and attentiveness to the needs of students with exceptional needs. Two parents shared stories of reaching out to Mr. Delano on his cell phone in a crisis and Mr. Delano responded promptly and intervened on behalf of their student. One parent commented: "CTEC saved my student's life." Parents stated that CTEC is responsive to parent and student input and uses multiple tools to communicate with parents and students. When asked what CTEC can do to improve, parents expressed an interest in allowing students to explore the Arts (through clubs or coursework), establishing a booster club, and more instructional coaching for CTE teachers. When asked to describe CTEC in one word, parents stated: "*community, rigor, exceptional, teamwork, success, and sweet.*"

Parents and students concurred in their desire for more access to sports at CTEC beyond the few teams and activities currently available.

CTEC teachers and support staff commended the level of support provided by the CTEC leadership team. One teacher stated: "I feel empowered at CTEC to believe that I can teach every kid." CTEC staff work together to create a sense of family. One of CTEC's Resource Specialists stated that staff, including site leadership, work together to ensure success for CTEC's students with disabilities. Multiple teachers commended the new instructional coach and her ability to improve instruction in core and CTE courses. One CTE teacher, a career construction foreman, and now a new teacher, commended Mr. Delano's support and leadership. He stated: "I feel led. I feel comfortable." Teachers spoke about the multiple



measures used to ensure student academic progress, including CAASPP formative and summative assessments, Professional Learning Communities, and local assessments. CTEC provides an instructional model that challenges teachers to collaborate often to ensure instruction is rigorous and relevant across the core and CTE curriculum. This is done through shared projects and lessons. Staff told about a recent CTEC graduate who was a student with exceptional needs who is gainfully employed as a welder with one of CTEC's community partners.

(See pages 35-68)

**EC 47605(c)(2)/47605.6(b)(2)** [Are the petitioners likely to successfully implement the program set forth in the petition?] (Y/N/NA)

**Yes-  
Leadership**

FCSS employs an experienced administrative team for CTEC. The current administrative team includes the following (See page 112):

- Diane Lira, Ed.D, Deputy Superintendent
- Jonathan Delano, Director
- Rachel Groft, Vice Principal
- Amy Moua, Content Specialist

Teachers, support staff, parents, and students commended CTEC's leadership team for their responsiveness, awareness of the needs of every student, instructional support, and creating a safe and collaborative culture where students are college and career minded. The leadership team has established character pillars that students recall and take ownership of.

**Academic Achievement**

CTEC academic progress is demonstrated through state and local assessments, the California School Dashboard, and Dual Enrollment outcomes. Student outcomes are outlined in the renewal petition on pages 26-33. Section IV of the staff report provides a detailed analysis of CTEC student academic progress.

**Fiscal Management**

CTEC's financial activities are directed and monitored by FCSS. CTEC operations have been subsidized by FCSS due to student enrollment counts significantly below enrollment projections. (See Attachment 14.4). CTEC's academic model emphasizes freshman enrollment to enable students to matriculate through a course of study that leads to the completion of an associate's degree. Because of the cohort model and lower enrollment in 2021 and 2022, CTEC has graduating cohorts of 45 (2025) and 60 (2026) that will be replaced by cohorts over 100 students in subsequent years, minimizing general fund contributions to CTEC operations.



***Past enrollment projections vs. Actuals***

Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Projected Enrollment	75	175	275	360	360	360
Actual Enrollment	62	168	229	248	245	249

***Projected Enrollment (2025-2030)***

Fiscal Year	24-25	25-26	26-27	27-28	28-29	29-30
Enrollment	302	371	415	438	466	466
ADA	280	345	386	407	433	433

More detailed enrollment projections and budget implications can be found in Appendix Item 14.4

Budget Adjustments- based on analyses and conversations with FCSS Business Services staff, projected enrollment increases over the next four years include the addition of three teachers and an additional Guidance Counselor based on meeting enrollment projections. If enrollment does not meet projections, the additional staff will not be needed, bringing down projected costs. Additionally, projected Career Technical Incentive Grant and Strong Workforce Grant funding above standard LCFF funding has consistently been conservative as CTEC has consistently secured supplemental CTE funding above projections.

Facilities Considerations-Existing CTEC facilities are capable of handling up to the projected capacity of 480 students. With 480 students, classroom assignments, daily ingress and egress of students, meal schedules, and PE scheduling will have to be considered. Additionally, student class schedules and rotations that involve the Innovation Center must be carefully designed. Enrolling beyond projections would require further consideration for facilities. CTEC leadership and facilities staff concurred about the need for on-site accessible storage to maximize learning spaces as enrollment continues to increase.

**EC 47605(c)(3)/47605.6(b)(3) The Petition contains the number of signatures required by subdivision (a). (Y/N/NA)**

**NA**-This is not required for renewals. California Code of Regulations (CCR) 11966.4(a)(2)(A) states: *The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.*

**EC 47605(c)(4)/47605.6(b)(4) [Does the petition contain an affirmation of each of the conditions described in 47605(e) / 47605.6(e)]? (Y/N)**

**Yes**- Signed affirmations can be found on pages 9-11 of the petition. The petition contains all required affirmations.



## **EC 47605(c)(5)/47605.6(b)(5) Charter Petition Elements**

Does the petition contain reasonably comprehensive descriptions of all of the following?

**(Y/N/NA)**

**EC 47605(c)(5)(A)(i)/47605.6(b)(5)(A)(i)** *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

*(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

*(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.*

**Yes-**The description of the educational program contains the required components as noted in EC section 47605(c)(5) / 47605.6(b)(5) as well as addresses annual goals and associated actions related to the eight state priorities associated with the Local Control Funding Formula and Common Core State Standards. A comprehensive description of the educational program can be found within the renewal petition in on pages 35-68.



**EC 47605(c)(5)(B)/47605.6(b)(5)(B)** *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

**Yes-**Pupil outcomes aligned with the eight state priorities are found in Section 6.1 of the renewal petition on pages 69-79 Pupil outcomes are aligned with the CTEC Local Control & Accountability Plan and include state and local outcomes disaggregated by student groups where applicable.

**EC 47605(c)(5)(C)/47605.6(b)(5)(C)** *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*

**Yes:** Section 6.2 of the renewal petition identifies the methods by which pupil progress will be measured. This description includes both the method and frequency of assessment methods. The petition also describes the methods the charter will use to review and respond to assessment data to meet the educational needs of all students. The petition also states that pursuant to EC 47606.5 CTEC will produce a Local Control Accountability Plan, which shall update the goals and annual actions to achieve the goals in alignment with the State Priorities, on the approved LCAP template.

Pages 74-79

CTEC’s Local Control and Accountability Plan is located in Attachment 14.6

**EC 47605.6(b)(5)(D)** *The location of each charter school facility that the petitioner proposes to operate.*

**Yes-** The address and location of the CTEC facility are found on page 112 of the petition. CTEC is located at 1320 N. Mariposa Street. Fresno, CA. 93703.





***EC 47605(c)(5)(D)/47605.6(b)(5)(E) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.***

**Yes-** CTEC is operated and administered by the FCSS and is subject to the governance and control of the FCSS and the CTEC Governing Board. Governance of CTEC complies with the Ralph M. Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090. Except as specifically provided otherwise in this petition or required otherwise by applicable laws, in which case such requirements shall apply, CTEC will comply with the policies and procedures of FCSS relating to conflict of interests, FCSS' uniform complaint procedures, FCSS' Title IX complaint procedures, and all other FCSS policies and procedures. A description of the CTEC governance structure, including parental involvement, is on pages 110-113 of the CTEC petition.

***EC 47605(c)(5)(E)/47605.6(b)(5)(F) The qualifications to be met by individuals to be employed by the charter school.***

**Yes-** Article 12 of the petition describes the qualifications to be met by employees of CTEC. Certificated and Classified job descriptions can be found in Attachments 14.11 and 14.12 of the petition. Teacher credentials are reviewed each year by FCSS HR credential analysts. CTEC Teachers and their associated credentials are listed in Attachment 14.13 of the petition. Administrative staff resumes can be found in Attachment 14.9 of the petition. Management job descriptions can be found in section 14.10 of the petition.

***EC 47605(c)(5)(F)/47605.6(b)(5)(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:***  
*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*  
*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.*  
*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

**Yes-** Article 9 of the renewal petition includes detailed procedures for maintaining a safe and healthy environment for pupils and staff. The section includes fingerprint requirements and the development and implementation of a Comprehensive Safety plan reviewed and adopted by March 1 of each year. Pages 90-93. The Comprehensive School Safety Plan is located in Attachment 14.5 of the petition.



**EC 47605(c)(5)(G)/47605.6(b)(5)(H)** *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.*

**Yes-** Section 7.2 of the CTEC Renewal petition describes a student recruitment strategy that attempts to achieve a balance in student demographics reflective of students residing within the territorial jurisdiction of Fresno County. CTEC student demographics are generally proportional to Fresno County student demographics.

Pages 82-85

**EC 47605(c)(5)(I)/47605.6(b)(5)(I)** *The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.*

**Yes-** Section 11.4 of the renewal petition describes the manner in which annual independent financial audits of CTEC's financials are conducted. CTEC's financial audit is encompassed in FCSS's independent financial audit. The annual audit will be completed in accordance with a timeframe established by the FCSS' Internal Finance Department and will be submitted to the State Controller and to the CDE by December 15th each year.

Pages 116-117

**EC 47605(c)(5)(J)/47605.6(b)(5)(J)** *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*



*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.*



**Yes-** Section 9.7 of the renewal petition describes the procedures by which pupils can be suspended or expelled from CTEC for disciplinary reasons or otherwise involuntarily removed from CTEC for any reason as required by EC 47605(c)(5)(J)/47605.6(b)(5)(J).

Pages 94-107

**EC 47605(c)(5)(K)/47605.6(b)(5)(K)** *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

**Yes-** Section 12.6 of the renewal petition describes the manner by which staff members of the charter school will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security. Based on Section 12.6 of the petition, all Certificated employees participate in CalSTRS, and Classified Employees participate in CalPERS. Pages 121-122

**EC 47605(c)(5)(N)**-The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

**EC 47605.6(b)(5)(L)** The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

**Yes-** Section 12.8 of the renewal petition describes the procedures to be followed by the charter school and charter authorizer to resolve disputes within the charter and disputes relating to the provisions of the charter.

Pages 122-123

**EC 47605(c)(5)(H)** Admission policies and procedures, consistent with EC 47605(e).

**EC 47605.6(b)(5)(M)** Admission policies and procedures, consistent with EC 47605.6(e).

**Yes-** Article 7 and Section 7.1 (pages 79-86) of the renewal petition describe CTEC's admissions process, application process, and random lottery provisions. Required Admissions language is also found in the Affirmations and Declarations document on pages 9-11 of the petition.



**EC 47605(c)(5)(L)** *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

**EC 47605.6(b)(5)(N)** *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.*

**Yes-** Section 8.1 of the renewal petition describes public school attendance alternatives for students residing within the school district who choose not to attend the charter school.

Page 89

**EC 47605(c)(5)(M)** *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

**EC 47605.6(b)(5)(O)** *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.*

**Yes-** Section 12.7 of the renewal petition states that no FCSS employee shall be required to work at CTEC. FCSS employment rights shall be afforded to CTEC employees, and all other FCSS terms and conditions of employment shall apply, including, but not limited to, the right to re-apply for vacancies in other FCSS programs after voluntarily leaving CTEC employment.

Page 122

**EC 47605(c)(5)(O)/EC 47605.6(b)(5)(P)** *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

**Yes-** Section 13.1 of the renewal petition includes a description of the procedures to be used if the charter school closes. Page 123-124



**EC 47605(c)(6)/EC 47605.6(b)(6)** A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

**Yes-** The petition includes a signed declaration that FCSS shall be deemed the exclusive public-school employer of the employees of Career Technical Education Charter High School for the purposes of the Educational Employment Relations Act.

Pages 9-11 & 113





#### IV. CHARTER SCHOOL ACADEMIC PERFORMANCE

**Has the Charter School met academic performance requirements specified in EC section 47607(c)(1), 47607(c)(7), and 47607.2(b)(1)-(3)? (Y/N/NA)**

47607(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(c)(7)...In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.

47607.2(b)(1) . . . the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(b)(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(b)(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:  
(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.  
(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

**Yes-** In considering the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter review team has determined that the charter school's academic performance meets the requirement for renewal. Section IV provides CTEC outcomes on the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, as represented on the [California Accountability Dashboard](#).

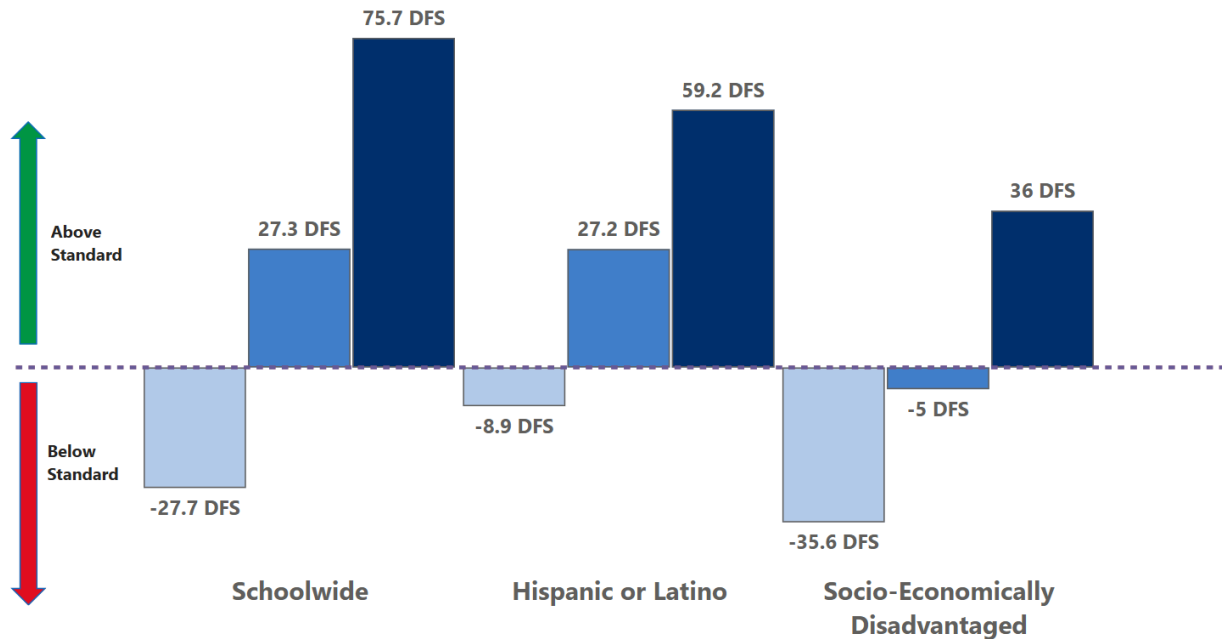


STUDENT ACADEMIC PERFORMANCE AND CHARTER OUTCOMES

English-Language Arts-Distance from Standard  
Represents student groups with 11+ participants

ELA Distance from Standard History by Student Groups

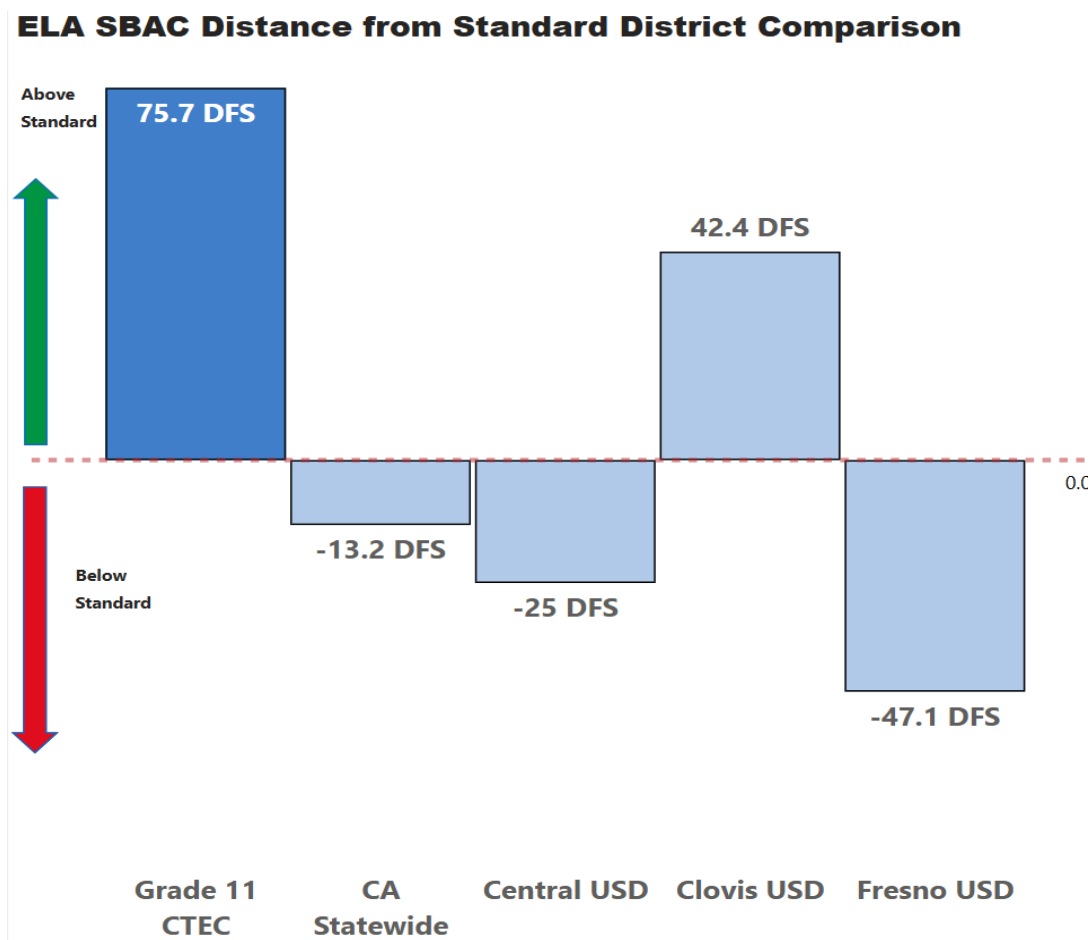
○YR 2022 ●YR 2023 ●YR 2024



Groups	2022	2023	2024	Change
Schoolwide	-27.7	+27.3 G	+75.7 B	+103.4
Socio-Economically Disadvantaged	-35.6	-5	+36	+71.6
Hispanic or Latino	-8.9	+27.2 G	+59.2	+68.1

CTEC student outcomes for the Grade 11 SBAC ELA exam increased consistently over the current charter term. Scores increased significantly between the 2022 and 2024 test administrations. Grade 11 student outcomes at CTEC demonstrated growth of 103.4 points over three years. The Socioeconomically Disadvantaged student group average increased by 71.6 points over three years. The Hispanic or Latino student group average distance from standard increased by 68.1 points over three years.

## English-Language Arts-SBAC-Distance from Standard-District Comparison



	2022	2023	2024	Change
Career Technical Education Charter	-27.7	+27.3	+75.7 B	+103.4
Central Unified School District	-24.8	-23.4	-25	-.2
Clovis Unified School District	+38.7	+38.8	+42.4	+3.7
Fresno Unified School District	-51.5	-49.8	-47.1	+4.4
CA Statewide	-12.2	-13.6	-13.2	-1

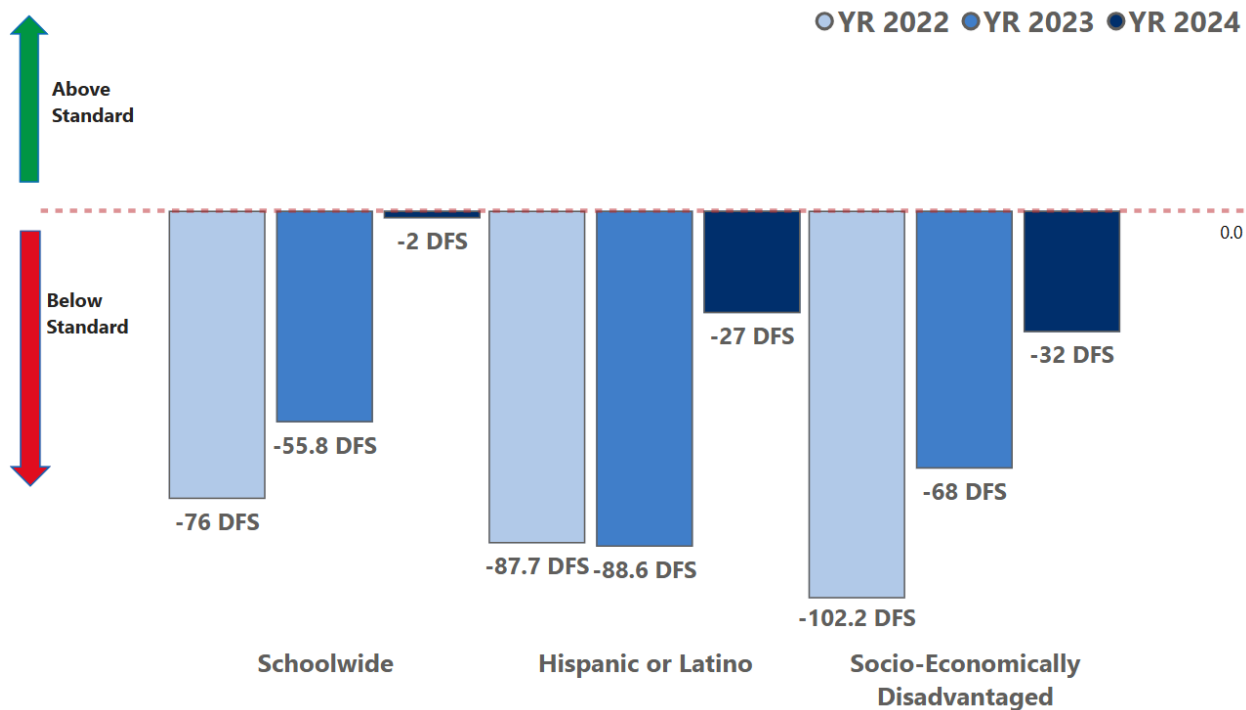
The chart and table above display CTEC student SBAC ELA outcomes compared to the state of California and surrounding school districts. CTEC's 2024 ELA average exceeds the state and the three largest districts in Fresno County. CTEC's change from 2022 to 2024 exceeds the state and three such districts.



## Math-SBAC-Distance from Standard

Represents student groups with 11+ participants

### Math SBAC Distance from Standard History by Student Groups

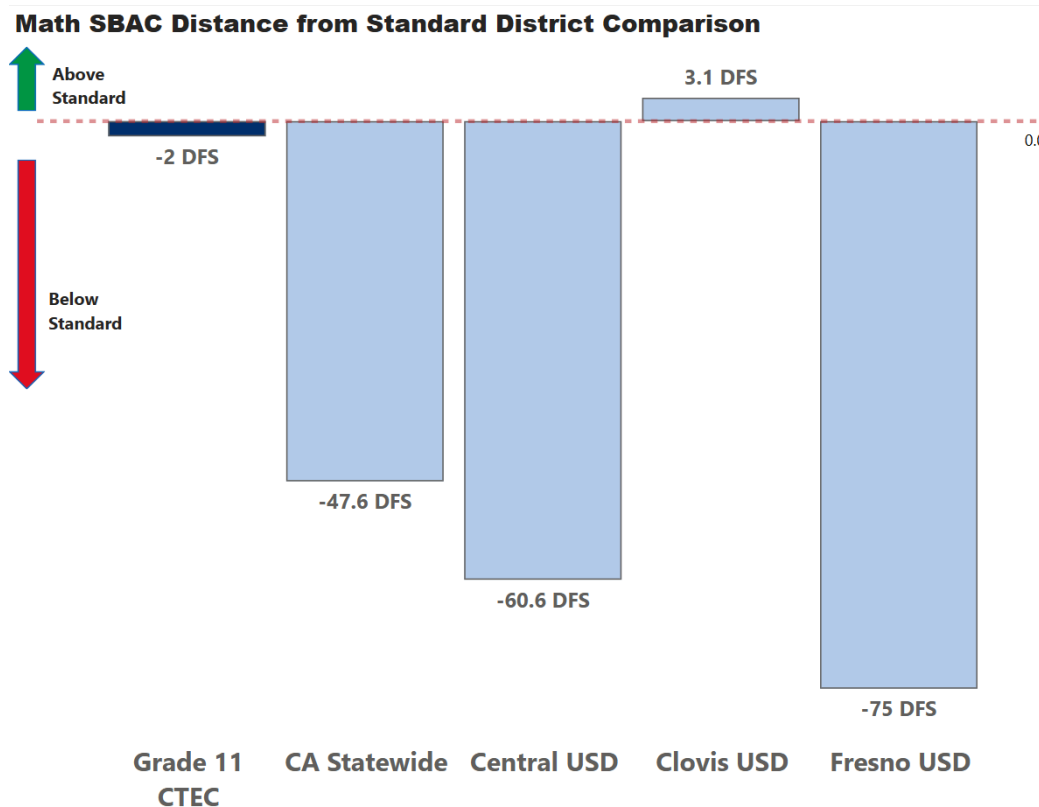


CTEC	2022	2023	2024	Change
Schoolwide	-76	-55.8	-2	+74
Socio-Economically Disadvantaged	-102.2	-68	-32	+70.2
Hispanic or Latino	-87.7	-88.6	-27	+60.7

CTEC student outcomes for the Grade 11 SBAC Mathematics exam increased significantly between the 2022 and 2024 test administrations. Grade 11 students' schoolwide mathematics outcomes at CTEC increased by 74 points over three years. The Socioeconomically Disadvantaged student group average increased by 70.2 points over three years, and the Hispanic or Latino student group average increased by 60.7 points over three years.



## Mathematics-SBAC-Distance from Standard-District Comparison



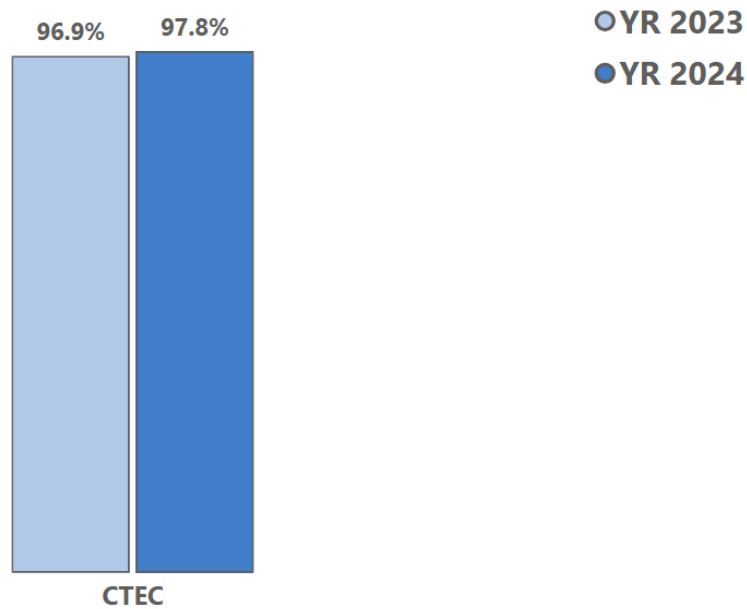
	2022	2023	2024	Change
<b>Grade 11 CTEC</b>	<b>-76</b>	<b>-55.8 G</b>	<b>-2 G</b>	<b>+74</b>
Central Unified School District	-64.6	-63.6	-60.6	+4
Clovis Unified School District	-5.2	-0.7	+3.1	+8.3
Fresno Unified School District	-88.7	-80.6	-75	+13.7
CA Statewide	-51.7	-49.1	-47.6	+4.1

The chart and table above display CTEC Grade 11 student SBAC Math outcomes compared to the state of California and surrounding school districts. The chart compares CTEC's 2024 Math average distance from standard to California, Central Unified, Clovis Unified, and Fresno Unified. CTEC's 2024 Mathematics average exceeds the state and two out of three comparison districts. CTEC's change in average Distance from Standard from 2022 to 2024 exceeds the state and three districts.

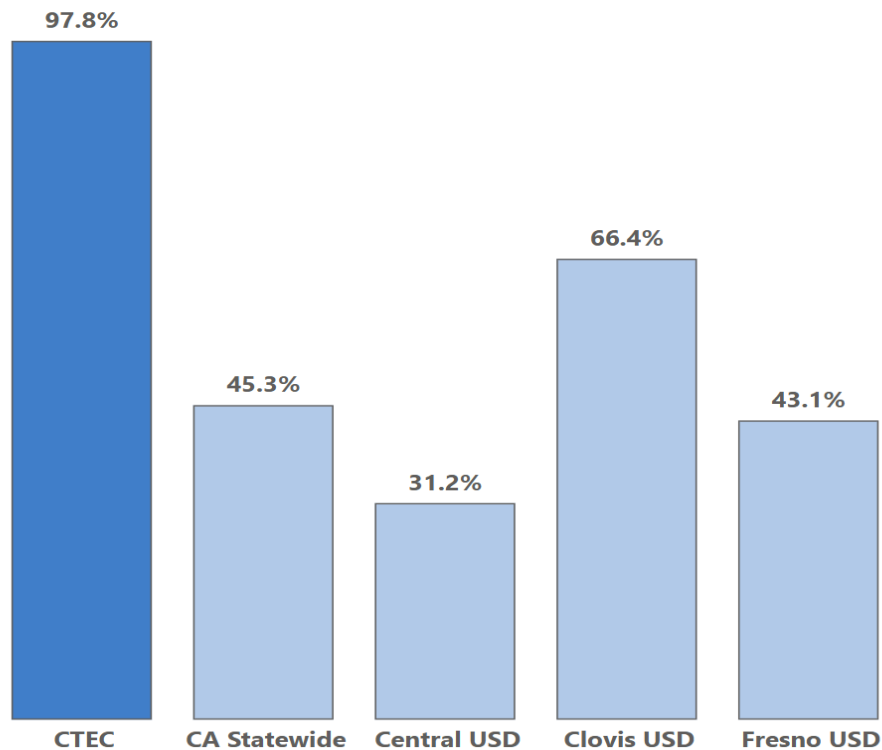


## College & Career Readiness (Grade 12)

### Yearly Comparison College/Career CTEC



### 2024 School Year College/Career District Comparison





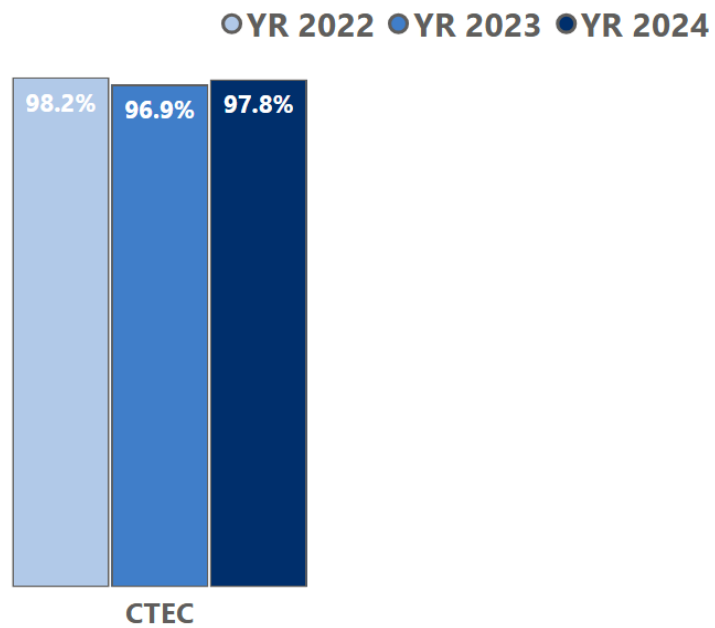
	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>CTEC</b>	<b>Not Reported</b>	<b>96.9%</b>	<b>97.8%</b>
Central Unified School District	Not Reported	27%	31.2%
Clovis Unified School District	Not Reported	64.3%	66.4%
Fresno Unified School District	Not Reported	40.2%	43.1%
CA Statewide	Not Reported	43.9%	45.3%

The California Department of Education (CDE) defines college and career readiness (CCR) as the skills and knowledge students need to succeed in college and workforce training. CCR standards are intended to complement grade-specific standards. CCR status applies to high school graduates and is calculated based on multiple factors that include but may not be limited to: Dual-Enrollment course completion, Advanced Placement Exams, Career-Technical Education (CTE) pathway outcomes, SBAC scores, and college credit courses. In each of the graduating classes of 2023 and 2024, approximately 97% of CTEC graduates met the state’s criteria for CCR. The table provides a comparison between Grade 12 CCR outcomes at CTEC, the state of California, and three area school districts.

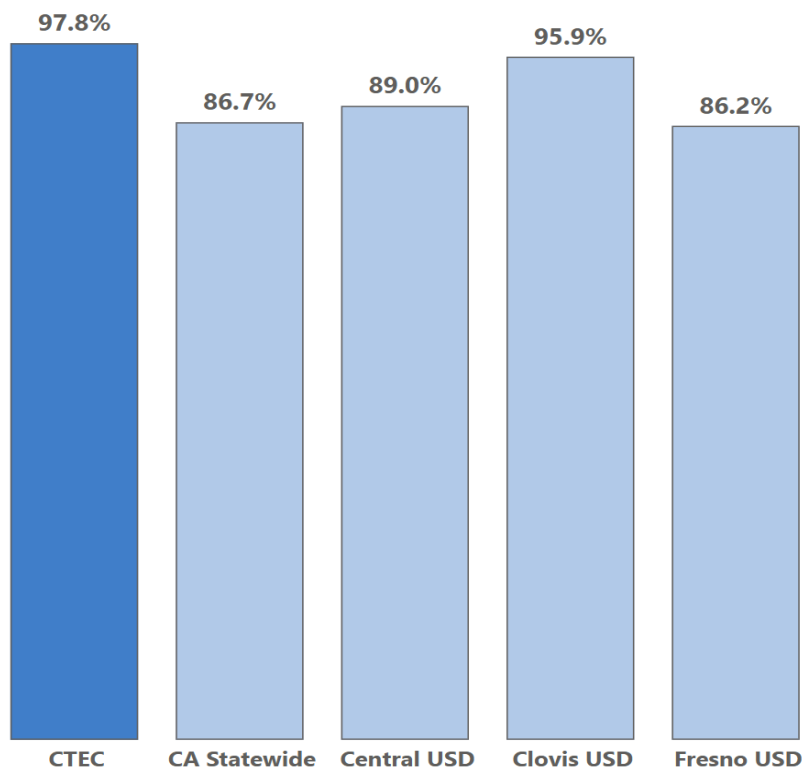


## Graduation Rate (Grade 12)

### Graduation Rate CTEC



**Graduation Rates District Comparison**

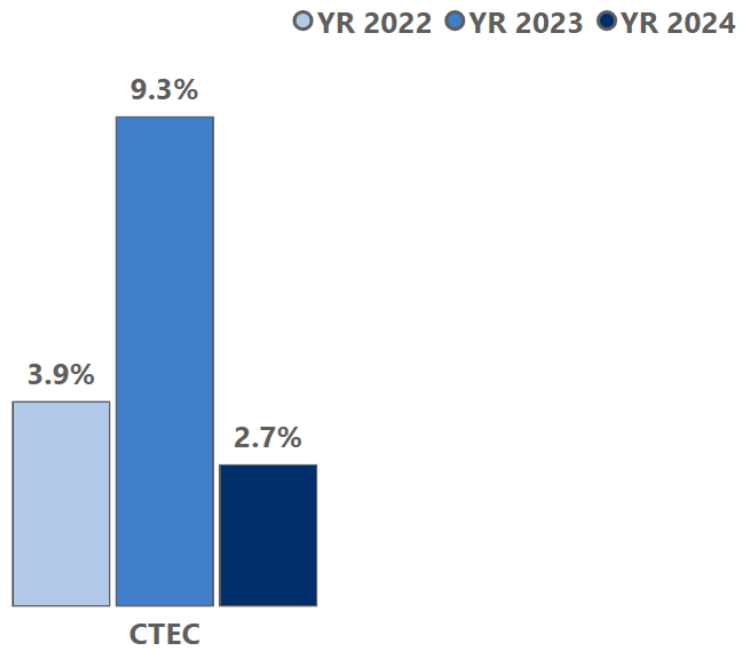


	2022	2023	2024
<b>CTEC</b>	<b>98.2%</b>	<b>96.9%</b>	<b>97.8%</b>
Central Unified School District	86.7%	87.7	89%
Clovis Unified School District	95.6%	94.8%	95.9%
Fresno Unified School District	89.5%	85.8%	86.2%
CA Statewide	87.4%	86.4%	86.7%

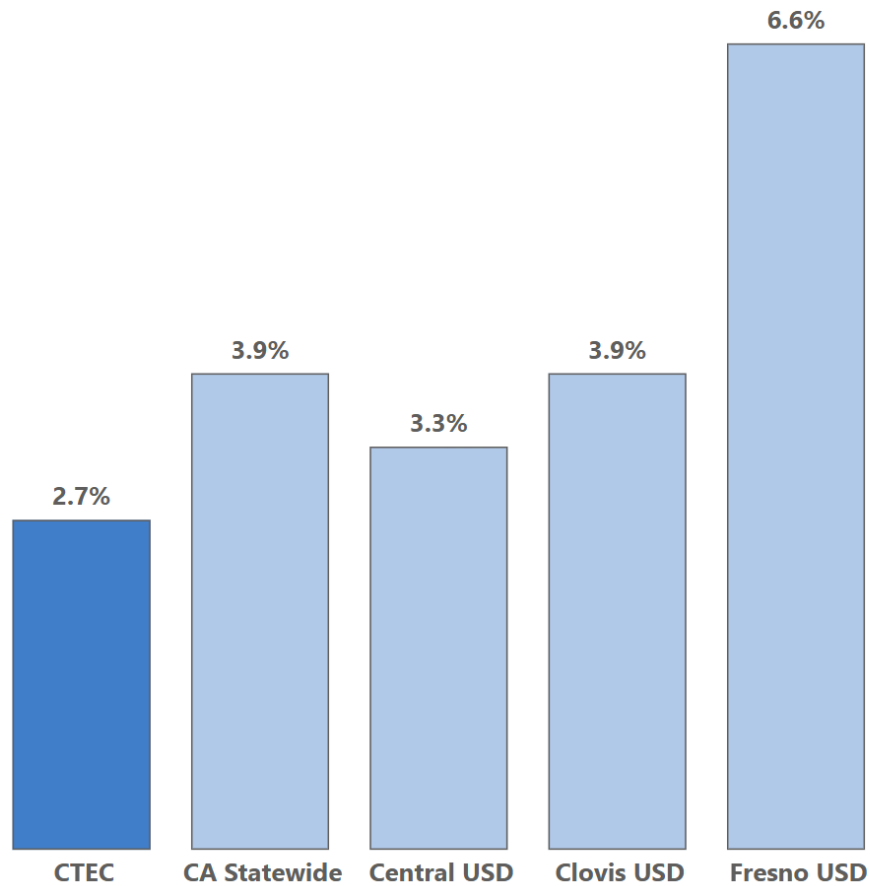


## Suspension Rate

### Suspension Rate CTEC



### Suspension Rates District Comparison



	2022	2023	2024
<b>CTEC</b>	<b>3.9%</b>	<b>9.3%</b>	<b>2.7%</b>
Central Unified School District	6%	5.2%	3.3%
Clovis Unified School District	4%	4.7%	3.9%
Fresno Unified School District	5.8%	7.3%	6.6%
CA Statewide	3.1%	3.5%	3.9%



**V. CHARTER PETITION REVIEW COMMITTEE FINDINGS:**

Over the course of this petition review, the Committee performed an extensive review of the CTEC petition and supporting documents, audit reports, the California Accountability Dashboard, and CDE's DataQuest reporting system. Additionally, committee members attended the FCBE Public Hearing for CTEC on Tuesday, February 18, 2025.

The Charter Committee has determined that the Renewal Petition meets the Education Code requirements for charter renewal and recommends that the Fresno County Board of Education **APPROVE** Career Technical Education Charter's Petition for charter renewal for five years.

