

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

Silicon Valley Technical Education

760 Hillsdale Avenue

San Jose, CA 95136

Metropolitan Education District (MetroED)

April 24-26, 2023

ACS WASC Adult School/ROCP Manual, 2021 Edition

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Chapter I: Introduction, Nature of the Adult School/ROCP, and Accreditation History

Silicon Valley Career Technical Education (SVCTE) has been located in San Jose in its current location since 1968. It was originally open to only male students, but in 1968 it became co-ed. The six districts that SVCTE provides services are Campbell Union High School District, East Side Union High School District, Milpitas Unified High School District, San Jose High School District, and Santa Clara Unified School District. SVCTE now provides career technical education for high school students (and adults, on a space available) in six (6) school districts and several charter schools. There are plans to add another school district in the near future.

There are thirteen (13) industries represented in 25 courses offered to juniors and seniors on the campus. These courses may lead to careers in culinary, engineering, health occupations, public services, transportation, media arts, building trades, information communication technology, and manufacturing. SVCTE also works closely with 150 local businesses and industry professionals each year which means that they stay current on the education, training, and skills development needed for the students to enter higher education or the workforce at a competent or advanced level.

SVCTE offers over 60 industry certifications which may mean that students may complete from 540 hours to as many as 1.080 hours, of internships at hospitals, dental offices, government facilities, and private businesses. Nineteen (19) of the 25 courses are A-G approved and dual enrollment is offered for some courses with six (6) local community colleges. The site continues to expand its program offerings as needs arise. This fall, new courses on electric vehicles and nursing careers will be added and Cybersecurity will be re-activated. All classes are now three hours long.

Since 2018, there have been many changes in leadership since the mid-cycle visit. The assistant principal was hired at the end of the 2020-21 school year and this is the principal's and the counseling coordinator's first year. A new program representative was hired early in 2023, along with two (2) new registrars.

Teachers at SVCTE have industry experience for their curriculum which means that course work is rigorous and relevant and based on experience and the latest trends and practices. Professional development opportunities are encouraged and supported.

In spite of the administrative and staff turnover, the impact of COVID, and declining enrollment, the new administrative team, in conjunction with seasoned and new teachers, staff and the superintendent, have all eagerly sought to enhance and expand the comprehensive work that has occurred over many years and to market the program as being inclusive for both college and career bound students.

The Student Learning Outcomes (SLOs) are the basis for the knowledge and technical skills that showcase students' technical skills for college and career readiness, leadership skills including teamwork and a strong work ethic, problem-solving skills using effective communication, critical thinking, and evidence-based decision making, and the integration of academic skills through applied learning experiences.

SVCTE offers advanced courses in Automotive Services and Metals Technology. Next year, it will also offer Advanced Culinary Arts, Film Fashion & Design.

During the 2021-2022 school year, three hundred and ninety-eight (398) students earned college credit from four (4) community colleges.

SVCTE has partnerships with the six school districts, community colleges, plus government, local businesses, and organizations that offer internships, donations, mentors, speakers, and job shadowing opportunities.

The student ambassadors represent and promote campus programs that assist them in developing skills in public speaking, customer service, and professional etiquette leadership, and also allow them to earn community service hours, receive a certificate of program completion, and an invitation to CSU East Bay.

Students are a part of state and national organizations. All students are members of SkillsUSA which stresses the importance of leadership, employability, and technical and professional skills training. Several classes prepare students to compete at the state level and if they place with a gold medal, they attend the national competition. In 2022, 36 participants went to the state competition and six (6) gold medalists then advanced to the national competition. Students in health-related classes may attend Health Occupations Student Association (HOSA) competitions, Eighteen (18) participants went to the state competition in 2022 and two (2) went on to the national competition.

Students who complete an entire course with a C or better, receive a Certificate of Achievement with a Certificate of Competency on the reverse side. Fifteen (15) courses offer fifty-six (56) industry certifications to assist students in matriculation for employment and career advancement.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Silicon Valley Career Technical Education has maintained its focus on providing rigorous, relevant courses that meet college and industry standards. A-G labeled courses provide the hands-on experience that most students beg for and desire. In spite of personnel changes, the core group of teachers, staff, and administration, have kept the focus on student needs and therefore, have maintained its purpose and impressive course offerings which meet the needs of the students, industry, and colleges and universities.

Chapter II: Progress based on the growth areas of the previous ACS WASC Visiting Committee

Since the 2015 full self-study and the mid-cycle visit, there have been multiple administration turnovers. Since 2015, there have been five (5) principals/directors. The

present principal came on board in August and discovered that little had been formally accomplished on the goals set forth by the previous Visiting Team. Meetings were held with the current teachers and staff to ascertain a true picture of any progress on the goals. The School-Wide Action Plan in 2018 included the following:

Goal 1: Curriculum

To increase student mastery to meet CTE Model Curriculum Standards and course competencies and increase access to research-based instructional strategies for all students.

Teachers regularly update course outlines with appropriate curricula, and competencies to reflect CTE Model Standards. A standard template was developed and new courses must be approved by the board. A new Curriculum Committee will oversee that new curriculums reflect input from multiple stakeholders.

Goal 2: Instructional Program

Continue to improve postsecondary pathway connections by promoting professional development opportunities for all staff, UC A-G approval, industry certifications, and community college articulation.

Teachers have taken advantage of professional development opportunities to improve classroom practices, curriculum, interventions, equity, and inclusion for all students. This year, faculty meetings were devoted to the self-study and input by teachers on their needs and the supports they needed to improve as educators. Articulated agreements have increased from ten (10) to eleven (11) since 2020, and A-G pathways have increased from twelve (12) to nineteen (19).

Goal #3: Assessment

To develop and implement processes to collect, analyze, document, and publish relevant student achievement data.

At the end of each year, students are asked to give input on their experiences at SVCTE. The results have been favorable about their time in their selected courses.

The Registration Dashboard allows SVCTE and the JPA to monitor enrollment. CBEDS data and the end-of-the-year data is shared with the Executive and the Instructional Councils via pictographs. Plans are in development with other schools and districts to create a data-sharing MOU which would help each district receive their CCI (College and Career Indicator) Prepared status.

Goal #4: Communication

Continue to develop and implement a systematic communication process for internal, as well as external stakeholders to increase student access to the programs at SVCTE.

SVCTE has increased marketing tours and shadow days to increase interest in the programs and opportunities not found at the home schools. Student ambassadors help recruit students to become leaders who lead campus tours, act as liaisons between SVCTE and their home schools, and develop leadership skills. SVCTE has also expanded its summer and extended learning programs so that more students are

exposed to CTE. School personnel are also active in representing the SVCTE at recruitment events at home schools and in the community.

Progress on the 2018 Visiting Committee Recommendations:

- Continue seeking funds.
 - SVCTE has pursued funds from grants, and the superintendent has sought state funding to supplement the programs. \$1.9 million and \$260,00 have been received to supplement the programs.
 - Two additional schools are looking to enroll students, including charter schools.
- Continue seeking ways to improve the program.
 - Plans to improve the partnerships to plan, develop and implement additional pathways, work-based learning opportunities, and wrap-around services for students are underway.
 - Strategies to revise and implement growth, facilities, and funding are underway.
- Continue to follow the school's Action Plan
 - The continuity of dedicated teachers in conjunction with the new administration is very dedicated to ensuring transparency and continuing the growth of enrollment, funding, and new programs.
- Take time to celebrate SVCTE's many successes.
 - The MetroED leadership team supports and celebrates the accomplishments of SVCTE on the website, STE month, holiday celebrations, monthly newsletters, and all across the district.

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

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

Despite the staff and administrative turnover, SVCTE has continued to make strides in expanding programs, A-G, industry certification, and college dual/articulated enrollment completion. SVCTE offers a rigorous, relevant program in all pathways.

Stakeholders began work in August to complete the self-study. Everyone had input about the progress that has been made and the areas that still need work. The SLOs were reviewed and were determined to still be in keeping with the school's purpose and mission. The teachers and staff regularly adjust the curriculum and hands-on activities to achieve the desired student learning targets that meet industry standards. The Action Plan is aligned with the growth areas with an accountability system for monitoring the progress of the school-wide Action Plan.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

Due to the administrative turnover, previous recommendations by the VC were not fully adhered to as prescribed. With the new administration guidance, the involvement and collaboration of stakeholders in the self-study will reflect a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Chapter III: Quality of the School's Program

Criterion 1: School Mission and Schoolwide Learner Outcomes

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.

Visiting Committee Comments

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.

Administrators, faculty, and staff are focused on the cohesive goal of ensuring that Silicon Valley Career Technical Education (SVCTE) prepares students for the professions of the future. Unpredictable turnovers in staff seem to have plagued this educational organization which has proven to be an invaluable asset to the community. Moreover, it has in its cache of course offerings, the answer to the prayers of those students who need viable academic alternatives that would allow them to enter the workforce as soon as possible and without the burden of incurring unnecessary postsecondary institutional debt.

SVCTE states that it engages and constantly seeks collaboration within and outside of their institution. However, with the impact on programs that transitions in new hires bring, it would be good to see examples of how student outcomes were positively affected by these weekly, and monthly meetings, chat, and outreach. Also, records that document collaboration between SVCTE and its CTE courses with the many community colleges in its area would be beneficial.

School Mission and Schoolwide Learner Outcomes that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The turnover of the administrative staff and some teacher personnel had an impact on the school's mission and SLOs to some extent. Now that the new administration is in place, more progress can be made to solidify the mission and SLOs.

WASC Criterion 1. School Mission and Schoolwide Learner Outcomes Summary

Areas of Strength:

1. Even in the midst of employee turnover, SVCTE has striven to maintain its SLOs and standards of academic excellence.
2. Student success in all departments is a priority for all staff and educators.
3. A tremendous network of stakeholders plays an essential role in the success of SVCTE.
4. Annual school-wide events recognizing student achievement and showcasing programs.
5. Many opportunities for students to gain “real-world experience” before employment.

Areas of Growth:

1. A missed opportunity by staff and educators to avail themselves of a sustained professional development (PD) program. There is no evidence of mandated or on-site PD training in education, or in the specific career fields of the instructors.
2. Recent educational trends and updates are not regularly reviewed.
3. SLOs need to be checked in a timely manner.
4. There is no process in place to review student achievement and conduct a needs assessment.
5. There is a lack of Formative/Summative Assessment tools to evaluate student needs in the classroom.
6. There is a need to involve more healthcare professionals and industry partners in the internship programs.

Criterion 2. Governance, Organizational Infrastructure, and School Leadership Criterion

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

Visiting Committee Comments

The MetroEd superintendent is the head of the district and the Director of Educational Services develops goals and expectations for SVCTE. SVCTE has about 100 employees, and MetroEd manages job descriptions, hiring, salaries, and benefits. The Governing Board and Director of Human Resources develop and update policies around employment.

The Governing Board is elected officials from partner districts. The Governing Board has adopted policies for the operation of SVCTE. MetroEd cabinet reviews all policies governing SVCTE before sending them to the board. Implementation of policies is

handled by the superintendent. This prevents micromanagement while allowing the governing board to monitor student achievement. The governing board and district leadership hold monthly public meetings.

Stakeholders have opportunities to evaluate SVCTE at monthly board meetings. The SVCTE principal also holds monthly meetings with parents, and the assistant principal provides dashboards with school data. Students complete the annual YouthTruth survey, which informs professional development and strategic school direction.

Students and parents are also invited to annual advisory board meetings and to SVCTE's open house. Counselor meetings are held monthly. SVCTE holds weekly leadership meetings.

District survey responses are reviewed by the MetroEd cabinet. The board also sees presentations by teachers and has regular communication from SVCTE leadership.

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District survey responses are reviewed by the MetroEd cabinet. The board also sees presentations by teachers and has regular communication from SVCTE leadership.

School administrators hold all-staff meetings monthly and three-hour professional development sessions six times a year. All staff meetings include collaboration time and space for announcements and celebrations. Teachers are encouraged to attend classes, workshops, and conferences. The school has a plan for teachers to obtain CEU credits. Students' experiences like shadow days and tours and early college credit opportunities encourage student enrollment.

Governance, Organization Infrastructure, and School Leadership that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

The new administrative team is seen by the staff, teachers, and superintendent as a positive force in the continued success of SVCTE as it keeps abreast of new industry standards, new funding opportunities, and curriculum practices. The administrative staff is dedicated to supporting classroom and industry requirements and needs.

WASC Criterion 2. Governance, Organization Infrastructure, and School

Leadership Summary

Areas of Strength

1. There is a well-informed, responsible, and supportive Board of Trustees.
2. There is an effective, committed, and dedicated Leadership Team.
3. The establishment of effective partnerships with numerous stakeholders to support student success,
4. Teachers have complimented the stability of having new, organized administration following a period of high turnover
5. The creation of board policies and procedures promotes proper guidance, stability and consistency for SVCTE activities, projects, etc.
6. The teachers and staff who really care about students who come from difficult backgrounds.

Areas of Growth

1. Continue the improvement of communication and cooperation between administration and teaching staff.
2. Continue to blend the curriculum advised by the Employer Advisory Boards and those of the state and national standards.
3. Continue to seek funding for class equipment (new and upgrades) and building improvements.
4. Continue to access CTEIG and other grants.
5. Continue to foster communication and cooperation with outside agencies, particularly counselors at the home schools.

Criterion 3. Faculty and Staff

The school employs qualified personnel to support student learning programs and services to ensure organizational effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Visiting Committee Comments

The school's personnel are sufficiently qualified to guarantee the effective delivery of programs and services. CTE teachers are required to have a minimum of 3 years of work experience in the CTE area in which they are teaching.

All of our teachers are qualified teachers and many also have pursued education beyond the minimum requirement.

MetroED makes a concerted effort to hire instructional and non-instructional staff that is qualified to uphold the integrity of the institution.

Job descriptions highlight the educational and job skills required for the position being filled.

A comprehensive job search is conducted through the District's Human Resources office using the Edjoin website, appropriate partner agencies via websites and/or newsletters, and email to staff, in addition to attending the Santa Clara County Office of Education educator job fair.

Job announcements are printed and posted on each site's bulletin board within the district to secure the best and most qualified personnel.

Applications are screened for qualifications by the HR Specialist, SVCTE Administration, and the Director of Human Resources.

The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

The MetroED HR Director monitors activities through regular meetings with employee representatives and an open-door policy.

The practices and policies are clearly communicated and when there is a discrepancy, these activities are discussed at the Cabinet level, and policies or practices are revised, as necessary.

A MetroGUIDE Employee Handbook was developed based on board policy, the California Education Code, and SVCTEs standard operating procedures.

Additionally, it contains California Labor laws and safety codes.

This MetroGUIDE Handbook details personnel policies and practices and is updated annually to reflect any policy/procedural changes.

MetroED uses the Keenan Safe Schools learning management system to account for employee annual notifications and mandated training.

The SVCTE principal and the director of HR work together to ensure employees receive all required information through meetings, emails, and website resources.

The school establishes written guidelines for evaluating all personnel, including the performance of assigned duties and participation in organizational responsibilities. All criteria used for employee evaluations are listed on the evaluation forms, which can be accessed through the District's intranet system.

Employees are informed that there will be an annual certificated, and certificated management or bi-annual evaluation classified only and are given the evaluation form as part of their orientation to review the criteria for their evaluation.

At the beginning of the school year, the SVCTE principal informs the staff who will evaluate them for the year.

Supervisors are expected to meet with each employee and complete the steps of the evaluation process based on the bargaining contract for each employee.

The evaluation process includes a meeting between the administrator evaluator and the employee in a goal-setting meeting.

Administrators encourage colleagues to collaborate and observe best practices within their interests.

Once a year, staff utilizes the half-day PD to observe industry practices to inform the latest trends and strategies.

In connection with goals determined during the evaluation process, employees are given opportunities to attend local and out-of-town conferences, workshops, and professional development activities to enhance their skills.

SVCTE teachers are assessed on their performance using the California Standards for the Teaching Profession CSTPs.

The evaluation that teachers receive may include recommendations in areas that need improvement.

If the employee is not performing satisfactorily according to the CSTPs, the administrator notifies the employee in writing and describes the unsatisfactory performance.

The Administrator shall confer with the employee, make specific recommendations for improvement, and provide assistance on how heshe can improve performance.

The teacher is asked to participate in a program designed to improve appropriate areas of performance, teacher effectiveness to further student achievement and SVCTEs instructional objectives.

Staff members are encouraged to attend professional development training that would help them improve their classroom instruction and positively impact student learning.

To help achieve this, SVCTE has taken an active role in encouraging research-based instruction and learning.

Some of these training have included Buck Institute for Project Based Learning (PBL) and Dave 60 Burgess Teach Like a Pirate Student Engagement training, and UC Articulation Conferences.

SVCTE teachers are encouraged to attend state and regional CTE conferences to hone and expand their knowledge and skills.

Local opportunities have been offered by the Curriculum Leadership Council CLC through the Santa Clara County Office of Education SCCOE.

MetroEDs Strategic Plan states the ambition for 100 of our staff to receive professional development each year.

To that end, teachers are encouraged to identify PD opportunities, such as workshops and conferences, and work with the administration to fund enrollment and travel, if necessary.

Faculty and Staff that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

The faculty and staff are dedicated to the students' acquisition of the curriculum and industry standards that ensure that they are prepared for certification and/or college, and life after high school. Faculty and staff stay abreast of changing college and industry standards and partner with industry professionals on a regular basis. The courses provide hands-on activities and internships where available for students to really acquire the skills and knowledge they need to be successful.

WASC Criterion 3. Faculty and Staff Summary

Areas of Strength

In 2014, MetroED revised the hiring process to include effective advertising, screening, and interviewing processes for potential employees.

2. SVCTE provides a range of professional development opportunities for staff related to their job responsibilities. This allows staff to interact with industry professionals and grow their programs.

3. In 2014-2015, SVCTE adopted a minimum day schedule that occurs once each month that releases teachers from instruction (either morning or afternoon) to participate in a half day of professional development.

Areas of Growth

1. SVCTE students come to our program from partnering high schools. We continue to have obstacles to the successful collection of comprehensive, accurate data that can be utilized to effectively analyze our staff, students, and programs.

2. A process is needed in order to measure the effectiveness of teacher professional development and the impact it has had on student learning.

3. A process is needed to collect teacher feedback on professional development and how teachers will share what they learn at outside professional development training.

4. SVCTE Administration has been asked to revisit the current evaluation process with regard to the state requirement for annual evaluations and what alternative options to the current process might be available.

Criterion 4. Curriculum

The school develops and implements a challenging, coherent, relevant, and research-based curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learning needs.

Visiting Committee Comments

Criterion 4: Curriculum

Information on the SVCTE curriculum is dispersed on a wide basis through meetings to local school site counselors, district, and various agency representatives. Methods of communication are online, in person, and in video, presentations to inform all concerned on program highlights.

When presented with industry/labor market data, instructors use this information to make curriculum decisions. An Employment Advisory Board (EAB) reviews the tools and content taught in the classroom and suggests recommended adjustments so that coursework is in line with manufacturing norms.

Funding for changes in curriculum development, textbooks, tools, and equipment is funded by the Career Technical Education Incentive Grant (CTEIG) and other industry-specific funding sources. There is a focus on funding for: the CTE Model Curriculum Standards, Work Based Learning, and revising the course curriculum for UC A-G course standards.

Instructors are solely responsible for the application of instructional tools and strategies in the classroom. Respect for each student’s learning style and special needs is accommodated by each teacher. Chromebooks are provided for many classes with the goal of a 1:1 student ratio in the future.

Curriculum that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective
Narrative Rationale:
 Instructors in conjunction with the EAB coordinate the tools and content taught and adjustments that are recommended to make sure that industry needs and standards are met, along with the A-G requirements for UC course standards. These partnerships ensure that students are highly prepared for both careers and college, after high school.

WASC Criterion 4. Curriculum Summary

Areas of Strength:

1. Program courses are aligned with industry standards and a CTE Model-Based Curriculum.
2. Students receive in many classes industry-based certificates and UC A-G course credit information.
3. Current updates in technology and educational strategies inform instructors on how to improve and enhance their student’s classroom experience.

4. SVCTE ensures a strong classroom curriculum and greater access to career readiness through the internship, and externship programs.
5. A Letter of Competency (LOC) serves as evidence of competencies and proficiencies gained from coursework in the classroom.
6. EAB provides guidance on how to improve the curriculum with respect to industry partnership in all areas.
7. Year-end student surveys to indicate career or education goals after completion of coursework at SVCTE.

Areas of Growth:

1. Student enrollment needs to be increased to sustain present and future classes.
2. Continue to use formative and summative assessments as tools to assess student data and provide guidance for curricular decisions.
3. Continue to increase in the pool of industry partners that offer work-based learning opportunities.
4. Structure monthly collaborative meetings by teachers to discuss and review the current curriculum or best teaching practices.
5. Utilize yearly questionnaires (to all students) that focus on or identify areas that are relevant or need improvement. Findings are to be shared with teachers, staff, and administrators with an eye to enhancing student learning through curriculum change.
6. Utilize the results of various survey data and changing industry standards to modify course curriculum and standards.

Criterion 5. Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve both Schoolwide Learner Outcomes and course objectives.

Visiting Committee Comments

Evaluations are conducted of teacher and student performance. Teachers are observed for evaluation twice a year. Teachers assess students every six weeks in 1. Employability; 2. Technical Skills; 3. Academics. Additional teacher support includes annual goal plans, a mentorship program for new teachers, and 6-9 professional development days each year.

The school has implemented Canvas and retains lessons on Canvas for students and all teachers to access as a resource. All students participate in hands-on workshops, labs, and presentations. Infinite Campus maintains all student documentation (IEP, 504,

medical, etc.) and all teachers have access. Counselors conducted professional development on students with special needs.

Teachers now take a lead role in determining technology needs for their classroom, which they determine by watching industry trends and through employer advisory meetings. Many courses include online training components that grant industry certificates. Technology is infused in all classes. At times, SVCTE administration makes decisions for technology-focused professional development. This can also be sector-specific training offered by vendors.

All classes are currently taught in person, though students have access to online resources. Teachers are responsible for course pacing following the school calendar and SVCTE letter of competency. Faculty meetings are opportunities for faculty to give feedback and ask for PD. Teacher evaluations focus on differentiated instruction, and counselors meet with teachers to discuss individual student plans. Assignments created on Canvas for blended learning are still available to students.

All students have access to Canvas online learning, but all courses are taught in person.

The counseling team administers improvement plans for students needing support. Students use teamwork and collaboration, which encourages inclusion. Teachers also collaborate. Teachers are provided documentation from students' home high schools for special needs, which is reviewed by SVCTE staff. Most students are only at SVCTE for their senior year.

Instruction that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The instructional staff is primarily industry based and have more knowledge about the industry and its best practices than teaching per-se. The instructors have requested professional development in a more thorough use of Canvas, research-based instructional strategies and methodologies to maintain high levels of student engagement and rigor in course requirements.

WASC Criterion 5. Instruction Summary

Areas of Strength

1. SVCTE provides inclusive learning opportunities for all students, including mainstreamed students with IEP/504 and health plans.
2. MetroED's evaluation process allows for very authentic conversations anchored in student achievement which allows for focused work to improve each program and each teacher's instruction as well as identifying areas for the school-wide program or systematic

improvements.

3. SVCTE offers rigorous courses that lead directly to post-secondary careers.
4. SVCTE has an induction of student improvement plan to support student achievement

Areas of Growth

1. SVCTE needs to develop a comprehensive plan for professional development on a yearly basis.
2. SVCTE needs to utilize data to guide PD needs for specific instructional strategies in a formalized plan.
3. SVCTE needs to develop a system to assess the success of student interventions.
4. SVCTE must continue pursuing opportunities for early college credit.

Criterion 6. Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, modify learning approaches, and carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty in improving courses and programs through the assessment instruments and practices used in the school.

Visiting Committee Comments

Faculty and administration meet regularly, on a monthly schedule, for professional development. Teachers seek little input from administrators and are able to assess curriculum to meet industry standards and individual needs better since each class is different in nature.

During these meetings, teachers have the opportunity to express and share student achievements, share teaching and learning activities, and methods for classroom management. Most teachers use quizzes and final projects for assessment. Group work is determined by the course/teacher. Based on industry standards for jobs, internships, and college.

Six times per year, teachers submit student progress grades, which are analyzed by administrators to look for trends and areas for further support. Also, work with Home Schools to assess student grades and create a plan.

In particular, administrators analyze the distribution of As, Bs, Cs, Ds, and Fs by course section and by teacher to seek evidence of student success or risk of failure to identify areas of support.

The SVCTE leadership team is guiding staff in supporting and retaining students with Ds at the end of the fall semester.

This effort has resulted in a 30 increase in student retention from fall 2022 to spring 2023 semesters compared with 2021-2022.

At this time, SVCTE lacks a comprehensive process to analyze student achievement data to revise or reform teaching methodologies and instruction. All teachers mention that data is collected from student exit surveys but not analyzed or kept for future trends. After graduation, student choices on colleges and trades are not monitored. Some teachers personally keep track of students after graduation.

Each teacher and the administration spent over two years developing course outlines for each class. Teachers developed their own classes based on individual experience in their careers. No evidence of administration being involved or needing to be.

These course outlines document the learning targets, each of the class modules, and specific examples of learning labs and projects. Classes self-select with teachers supporting individual learning and goals.

These are reviewed and if needed updated each year by each teacher and Administration.

Teachers have a yearly EAB meeting, and verify that their current course outline is meeting industry needs and expectations.

Stakeholder groups are regularly given updates on student learning results through a variety of ways.

The Governing Board meets ten times each year and is regularly apprised of students performances and exceptional achievements.

The Governing Board's agenda features a different SVCTE program and invites students to share their SVCTE experiences periodically at board meetings.

SVCTE teachers, whose programs are featured, present an overview of their program and introduce students who speak to the Board about what they are learning and how the acquisition of knowledge and skills in the class will benefit them in the future.

Monthly meetings of high school counselors also share news of student achievement, program events, and industry trends with counselors who refer and support students in the SVCTE programs.

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These are reviewed and if needed updated each year by each teacher and Administration.

Teachers have a yearly EAB meeting, and verify that their current course outline is meeting the industry needs and expectations.

Student assignments are aligned to three assessment categories within our Learning Management System Canvas Academics, Career Readiness, and Technical.

Through regular discussions and professional development, teachers and staff share a general understanding of what skills comprise each of these three areas.

Reporting student grades six times per year, teachers analyze students' performance in these three areas of assessment to analyze their progress toward course standards competencies and Schoolwide Learner Outcomes.

An example of student outcomes from assessments is FlexFactor from NextFlex which has students authentically present entrepreneurial projects in front of a shark tank environment demonstrating their career readiness and technical skills. 100 companies participate to encourage technical education and jobs.

The planning of the school involves participation from multiple stakeholders including SVCTE leadership, SVCTE staff, and the Assistant Superintendent of Educational Services.

JPA superintendents and Board meet with the Superintendent and provide feedback on calendars, bell schedules, and other site logistics.

The MetroED leadership team also helps plan the school schedules.

SVCTE leadership, guided by the Assistant Superintendent of Educational Services and input from the superintendent and JPA Instructional Council, annually review the rates of student registration and completion for each course program at each scheduled hour to seek both popular and relevant program offerings.

Use of Assessment that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

Although the instructional staff collects data, the data could be better used to analyze student performance and program current and future needs. Professional development could be used to train the instructional staff about effective use of data to enhance student performance and learning.

WASC Criterion 6. Use of Assessment Summary

Areas of Strength

1. Standardized use of Canvas LMS - allows teachers to use powerful assignment and quiz tools to assess student understanding in both a summative and formative way. All teachers are required to use Canvas and they feel comfortable with the process. Students like the flexibility and ease of access but often find it difficult to navigate in the beginning.
2. Teachers equip their classrooms with the most effective and current tools/instruments for that particular industry. This supports teacher access to the most current industry standards. Students are able to understand content and prepare for assessment. Evidence of equipment to increase learning potential in each class.
3. Certificates are electronic which creates seamless access to the originals at any time.

Areas of Growth

1. The instructional staff needs to develop consistent, timely processes to gather student outcome data to inform instructional and program decisions (cycle of inquiry, formative and summative assessments in all course outlines).
2. More LMS training (expert Canvas workshops) is needed to help teachers create the best in class quizzes and assignments. Help all teachers better create master pathways, pages, and valuable self-grading quizzes that are more than just multiple choice. To better organize the LMS platform so students can better access course content to prepare for assessments and they can access different outcomes. It began out of necessity with teacher volunteers but now an expert is needed to bring it to a higher level.
3. Data needs to be posted on the school's website to ensure transparency for all stakeholders.

Criterion 7. Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

Visiting Committee Comments

SVCTE offers its students support through the Student Services and Counseling Department in the areas of academics, social-emotional, and College and Career Readiness (CCR). Students who have grades of D or below are targeted for progress reports every six weeks. This monitoring of a student's participation, behavior, attendance, and academic goals has as its goal ensuring the student is continuing to make consistent positive progress.

Counselors play a part by providing social-emotional support, and being present for and participating in CCR-related activities and social events. They are also the conduits of information for CCR that is delivered to students throughout the academic year. Guest speakers are also utilized in collaboration with faculty, staff, and college partners in order to fine-tune the various services offered to students.

Student orientation meetings are key to the program and each semester provides new students with the opportunity to be introduced to their future instructors and school environment in advance of the start of their studies.

Students are encouraged to begin networking with CTE organizations (HOSA and SkillsUSA) through occupational-related competitions. Future plans include additional paid internships for students in addition to wrap-around services.

SVCTE counselors are committed to aiding students in the acquisition of financial aid options so that the cost of an education does not become a barrier to accessing a desired career field.. In addition, College and Career Nights expose students to the resources they will need in the future to make informed career options.

The Student Services Dept. provides access to iPads, and ChromeBooks in 17 classrooms, as well as dedicated labs and desktop stations with plans for additional device procurement for the 2023-2024 school year. Of course, the support staff provides excellent “customer service” by responding in a timely manner to inquiries for information.

All administrators, support service staff and teachers work to raise community awareness of the benefits of attending SVCTE through social media and community events. Due to the belief that the public is not totally aware of the enormous benefits SVCTE provides the community, it was suggested that a County-wide Open House be instituted a minimum of 3 times per year. However, course and curriculum information is provided to counselors in the monthly JPA meeting.

Teachers deliver an extremely meaningful learning experience to students by providing relevant, rigorous, and results-oriented instruction. The cornerstone of the classroom experience is teaching the students to be critical thinkers and problem solvers with a mix of asynchronous/synchronous instruction and experiential learning. This is attempted due to exposure by the students to job shadowing, field trips to colleges and technical schools, and hands-on instruction delivered by a faculty who come to the classroom with a plethora of practical experience.

Student Support Services that support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

In addition to the counseling services at the students’ home schools, counselors at SVCTE also offer services on academics, College and Career Readiness (CCR), financial aid, and social-emotional issues. Student Support Services also provide technology devices, college and career nights, orientations, and guest speakers.

WASC Criterion 7. Student Support Services Summary

Areas of Strength

1. A Counseling Coordinator addresses the needs of the students in place of an Academic Advisor
2. A bus token system was instituted to aid students with transportation challenges.
3. Student Exit Survey conducted annually to assess program successes and necessary improvements. Teachers are apprised of the results in faculty meetings and district counselor's meetings.
4. Students are provided assistance in all facets of CCR by the Post-Secondary Transition Specialist.
5. The IT department ensures on-campus technology continues to provide a productive learning environment to staff and students with a well-equipped system and computers.

Areas of Growth

1. The replacement of an academic advisor and additional counseling staff who were lost due to attrition would benefit the site.
2. SVCTE would benefit from a separate position of a counselor tasked with the responsibility of seeing to the student's mental health, emotional and psychological needs.
3. SVCTE would benefit from relevant data or statistics reflecting survey results retrieved by/shared with instructors to inform them of how well students are achieving course content.
4. SVCTE would benefit from faculty/industry-specific PD opportunities on a regular consistent basis at no cost to teachers and staff and exclusive of vacation times during the year.
5. SVCTE would benefit from a county-wide Open House (3 times per year) for prospective students, parents, and industry leaders to widely advertise the educational asset that is SVCTE and to counter negative assumptions about the institution from the past.
6. SVCTE must assist district home schools in the strategic placement/recruitment of more students in the programs the site has to offer.

Criterion 8. Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Visiting Committee Comments

Though funding has shifted, SVCTE has remained within budget. MetroEd has a Master Business Agreement with its JPA districts. The state no longer directly funds ROCPs. MetroEd relies on CTEIG, K12 SWP, and other grants. The district also received a grant from the SC Board of Supervisors. The fiscal director and principal make annual budgets based on yearly goals, and update and first and second interim. The district evaluates programs to meet labor market needs.

MetroEd has a board policy on finances, and receives funding from SCCOE and CDE, as well as grants. MetroEd has annual financial audits. The governing board reviews all audit reports. All budget narratives are posted publicly and approved at public meetings. Sufficient funds are in place to respond to emergencies and shortfalls. The school is insured through two JPAs, one for property and one for worker's compensation. The director of Workforce Development and Grants is responsible for writing all grants and managing their partnerships, including with Workforce Development Board, Work2Future, and Bay Area Community College Consortium.

Budgets are aligned with the district's strategic plan. Funds from JPA districts support the entire organization except adult education. The district uses state guidelines for the use of CTEIG funds. The district has a separate fund for deferred facility maintenance from the Building Fund. Employee benefits and insurance are included in the annual budget.

The Facilities Manager is working on a preventative maintenance plan. They have regular communication with site administrators. Business Office, Maintenance & Operations and Educational Services from the district conduct annual facility walk-throughs. Administrators monitor throughout the year. Maintenance & Operations has a ticketing system used by teachers and administrators for removing hazards and installing new equipment. Staffing changes in M&O are a growth opportunity for larger projects. Student workplaces are designed to match industrial environments. Medical Science/Health and Automotive will swap buildings in the summer of 2023. Signage is updated regularly. Covid-related signage has been removed. New inclusivity signage has been added following training on welcoming LGBTQ students.

Resource Management that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

SVCTE operates within its budget, but like many schools, it could use more funds to update and upgrade equipment and technology. The new administration has pledged to seek more grants and state funding to keep SVCTE abreast of new trends and industry standards. Every penny that the site receives is put to good use and not wasted. Many pathways also receive donations from industry partners and private individuals that supplement their programs.

WASC Criterion 8. Resource Management Summary

Areas of Strength

1. MetroED has a healthy reserve in our general fund.
2. MetroED continues to develop partnerships with other agencies to support our CTE programs.
3. Business procedures and processes have been streamlined through our online platform to help workflow automation.

Areas of Growth

1. MetroED is impacted greatly by declining enrollment within our six JPAs; funding apportionment is determined on the number of seats allocated within our Master Business Agreement and the six JPA districts.
2. Through the implementation of new business procedures, additional training may be provided to staff.
3. Staffing shortages, and the challenge of recruitment and retention, make larger and longer-term fiscal and facilities projects challenging to undertake.

Criterion 9. Community Partnerships

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded educational experiences and employment opportunities.

Visiting Committee Comments

Each pathway has its own Employer Advisory Board made up of members from both small businesses and large businesses in our community such as Sysco, Xilinx, Meta, and Santa Clara Health Department.

Some members are leaders in the industries that are not local and participate in the Employer Advisory Meetings through electronic communication.

Animation and Film and Video Production has advisors in Hollywood and other distant locations that advise virtually.

These members are critical to the success of each program in providing input into current industry trends, changes to work requirements, suggestions for setting up classrooms with industry specific supplies, tools and equipment, as well as curriculum recommendations and they provide work sites, tours, and guest speakers.

Along with the business community, partners from community organizations and service clubs provide the students with opportunities not offered in the regular school curricula.

These partners are critical to providing SVCTE with support or information regarding work experience, job shadowing, and mentoring, career counseling.

SVCTE believes that career technical education courses are strengthened by work-based learning activities such as internship, work experience, job shadowing, project-based activities, and guest speakers as an instructional component.

There are many opportunities for SVCTE students to participate in internships that are directly connected to the class in which they are enrolled.

Each teacher determines the necessary preparation and training students will need prior to assigning them to a field site.

Students must be able to perform essential skills at a high level in order to participate in a community classroom position.

The teacher will contact the local business employers in order to confirm the employer is able to partner with SVCTE as a training site for students.

Once site openings are determined, the students prepare themselves to be interviewed by the site manager.

If the student is selected, the proper documents are given to them.

The teacher is the individual responsible for assuring that all the required forms are completed in order for the student to begin their internship training.

Students from different courses will participate in various types of internships; some will range from a short four-week experience while others will spend an entire semester at a local business preparing for completion of skills.

Teachers monitor student progress throughout the internship by visiting the student at the intern site a minimum of once every three weeks.

Students who excel during this internship period are often hired after successful completion of the program and the passing of state certification requirements.

In the case of healthcare, these certifications or licenses are critical and will allow the student flexibility to move anywhere in the state to successfully compete for the openings in that field.

The SLOs, introduced in the Profile, guide our continued efforts to connect to the community.

Since the SLOs include workplace soft skills training such as appropriate dress and work ethics, SLOs and the mission of SVCTE are central to the advisory board EAB discussions.

Clearly, the knowledge and technical information for the career areas about which our instructors teach is informed by the related industry.

The conversations that teachers, administrators, and staff have with the schools and in the community help in our work with students and with their families.

Our goal is to transition our students to post-secondary education and to entry-level employment, so the nature of the work that all of us do is local.

The counselors have to connect with local support agencies, the district and site leadership have to connect with community leaders and leaders in higher education and teachers connect with local businesses.

Community connections are essential to the support that we give to our students How have students been successful in the community after leaving the school Though we do not yet have an established process to document students post student success, successful transition into the community can be attested to by identifying students who have furthered their secondary education or have obtained gainful and meaningful employment.

Community Partnerships that support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Each pathway has community partners that are actively engaged in classroom curriculum activities, certification, and guest speakers. This means that each pathway has access to current trends and personnel who can assist with the classroom activities.

WASC Criterion 9. Community Partnerships Summary

Areas of Strength

1. SVCTE has extensive program connections to the industry and business community.
2. The broad scope of internship and work-experience opportunities continues to expand.
3. The excellent reputation of SVCTE and MetroED within the business community is strong.
4. The partnership with businesses such as DGDG (DEL GRANDE DEALER GROUP), Toyota TECS (TECHNICIAN EDUCATION COLLEGE SUPPORT), and Ford ACE (AUTOMOTIVE CAREER EXPLORATION) are strong and partners continue to provide internships and job opportunities.

Areas of Growth

1. SVCTE must continue to return to pre-covid activities to regain partnerships and foster new connections.
2. SVCTE must continue to expand new technology for the different trades and pathways

3. SVCTE must continue to expand EAB Community Members.

Criterion 10. Action Plan for Continuous Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide *Action Plan* that facilitates school improvement activities and processes. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Visiting Committee Comments

The Action Plan has four action items: to increase consistent, clear communication and processes within SVCTE and across partnering agencies, to expand work-based learning opportunities (WBL) across all pathways, to increase focused/targeted professional development, and to grow and sustain high-quality CTE programs.

Action Plan for Continuous Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

These action items are realistic and achievable on a yearly basis and as needs and industry standards and training change.

WASC Criterion 10. Action Plan for Continuous Improvement Summary

Areas of Strength

1. The needs of the students are the top priority.
2. All stakeholders have a role to play in the success of all students.
3. Ongoing professional development that is targeted for changes in the various industries is planned.

Areas of Growth

1. SVCTE must create clear guidelines for consistent communication between school sites and partnering agencies
2. SVCTE must create a comprehensive plans for the collection, interpretation, and application of data
3. SVCTE must create targeted professional development aligned with current and future technology, industry trends, and instructional strategies to ensure student success..

Chapter IV: Action Plan Effectiveness: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

1. SVCTE has a strong Employer Advisory Boards (EAB), active industry and educational partnering, and involvement in community organizations. This keeps the pathways relevant and in line with current industry trends and standards. Many courses provide industry based certification and/or UC A-G course credit.
2. SVCTE offers pathways that provide opportunities for students to participate in “real-world” workspaces. This gives students preparation for various industry fields and then to actually experience on the job opportunities. These internships, externships and authentic classwork as well as projects are unique to SVCTE and provide greater access to career readiness practices.
3. Instructional staff align their programs to industry standards and CTE Model Based Curriculum Standards utilizing industry and business partner input. Course curriculum is updated every year to enhance training, certification, and A-G course credit.
4. To expand the school’s program and enrollment, SVCTE has expanded the program by offering summer bridge sessions and extended learning opportunities in the late afternoon. This means that some staff are on site into the evening hours and months in the summer. But, it also means that more students have access to the pathways available at SVCTE.

Schoolwide Growth Areas for Continuous Improvement

1. SVCTE must continue to improve communication at all levels.
 - Communication between teachers and administration. Since the new administration is now in place, communication has already improved and teachers are pleased with the changes.
 - Communication with home school and the community. Student achievement and the industry and college opportunities that SVCTE offer are worth publishing, announcing, and plastering across all venues by the staff, administration, students, superintendent’s office, partners and advisory boards.
2. SVCTE must continue to improve professional development.
 - Teachers have asked for more Canvas training by the professionals so that they can utilize it to its fullest capacity.
 - Curriculum and instructional professional development is also needed on site and at the industry level to keep teachers abreast of best practices, current trends and advancement in the industries they represent.
 - Processes are needed to measure the effectiveness of professional development and the impact it has on student learning.
 - Data to guide professional development for specific instructional strategies to assess student learning and interventions put into place for their continued

success.

3. SVCTE must continue to seek funding for new equipment and classroom supplies that reflect current trends and advancements. Technology changes so quickly and impacts every pathway on campus. In order for students to become certified, they must have the equipment, programs, and skills that are currently in demand.

4. SVCTE must continue to attract more students to take advantage of the remarkable programs and pathways offered. The fact that so many courses may be substituted for A-G courses at the home schools, and the benefits of more hands-on activities and projects offers what many students need and want.

Schoolwide Action Plan Summary

The Schoolwide Action Plan has four (4) foci. They are:

- Increase consistent, clear communication and processes within SVCTE and across partnering agencies.
- Expand Work Based Learning opportunities (WBL) across all pathways.
- Increase focused/targeted professional development.
- Grow and sustain high quality CTE programs.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

The action plan is realistic and precise and continues the school's quest to enhance student learning and support their needs. It also addresses the needs of the instructional staff to have access to professional development that enhances their knowledge, teaching strategies, best practices, and assessment options to measure student success. Communication between all stakeholders will keep everyone informed of what is going on and also serves to provide information about the fantastic programs and pathways the site provides which will help to expand the programs, and the WBL opportunities across all pathways.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

SVCTE has the capacity and personnel to implement and monitor the schoolwide action plan. Much thought and care has gone into each step and the person(s) responsible for each action item to be successful. The four (4) action items are in

line with the self-study findings and support all stakeholders needs.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Acceptable Progress by All Students	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement			X	
Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes		X		
Criterion 1: School Mission and Schoolwide Learner Outcomes		X		
Criterion 2: Governance, Organizational Infrastructure, and School Leadership	X			
Criterion 3: Faculty and Staff	X			
Criterion 4: Curriculum	X			
Criterion 5: Instruction		X		
Criterion 6: Use of Assessment			X	
Criterion 7: Student Support Services	X			
Criterion 8: Resource Management	X			
Criterion 9: Community Partnerships	X			
Criterion 10: Action Plan for Continuous Improvement		X		
Alignment of a Schoolwide Action Plan to School's Areas of Greatest Need	X			
Capacity to Implement and Monitor Schoolwide Action Plan	X			