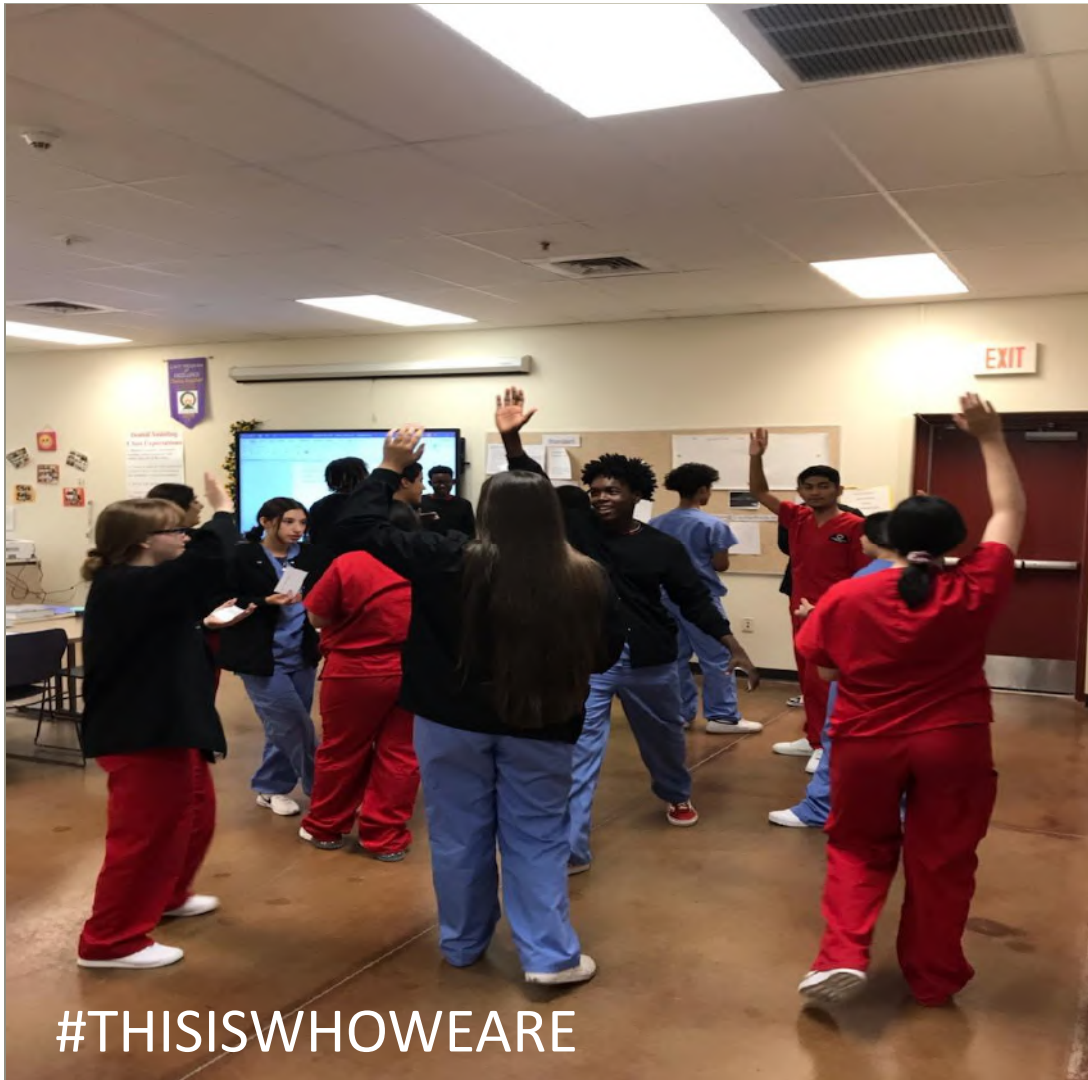


The logo for CAMT (California Association of Medical Technicians) is displayed in a bold, maroon, sans-serif font. The letters are thick and blocky, with a slight shadow effect. The 'C' is a simple circle, while the 'A', 'M', and 'T' have more complex, geometric shapes. The logo is centered within a white rectangular area.

This is Not Another Story...
Explore #THISISWHOWEARE



#THISISHOWWEARE

The mission of CAVIT is to provide career and technical education opportunities for students to become members of a competitive workforce.

Our school's vision,
Education with a
Purpose, challenges
students to strive for and
realize their personalized
career journey through
rigorous and relevant
inquiry-based instruction
promoting teamwork and
collaboration with peers,
educators, and experts in
the real world.



Upon entering our
campus, you can
immediately sense
there is a purpose to
everyone's step.





Students acquire high levels of technical skill knowledge, coupled with employability professional skills, and a firm academic foundation that prepares them for a technological and global society.

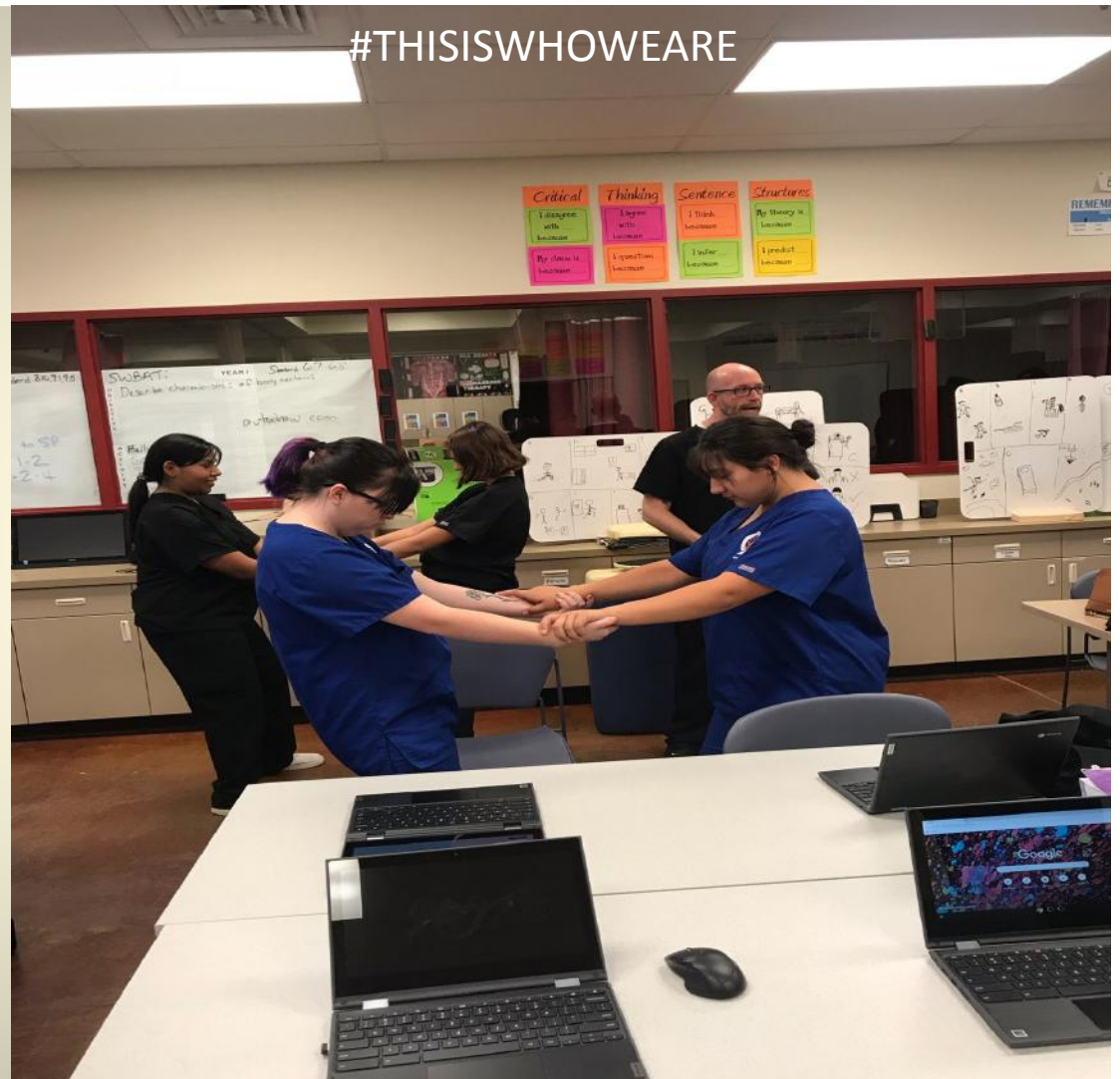
At CAVIT, our students realize the opportunities of chosen career fields daily as they put into practice relevant technical skills in real life settings or scenarios.





We establish trust and respect by teachers giving up control once students demonstrate mastery of their skills. Teachers put students in authentic industry experiences that require them to apply their technical skills.

Students who attend CAVIT receive in-depth career training and have the opportunity to earn a valued industry certification while attending classes with many working in their career field while continuing their education in college.

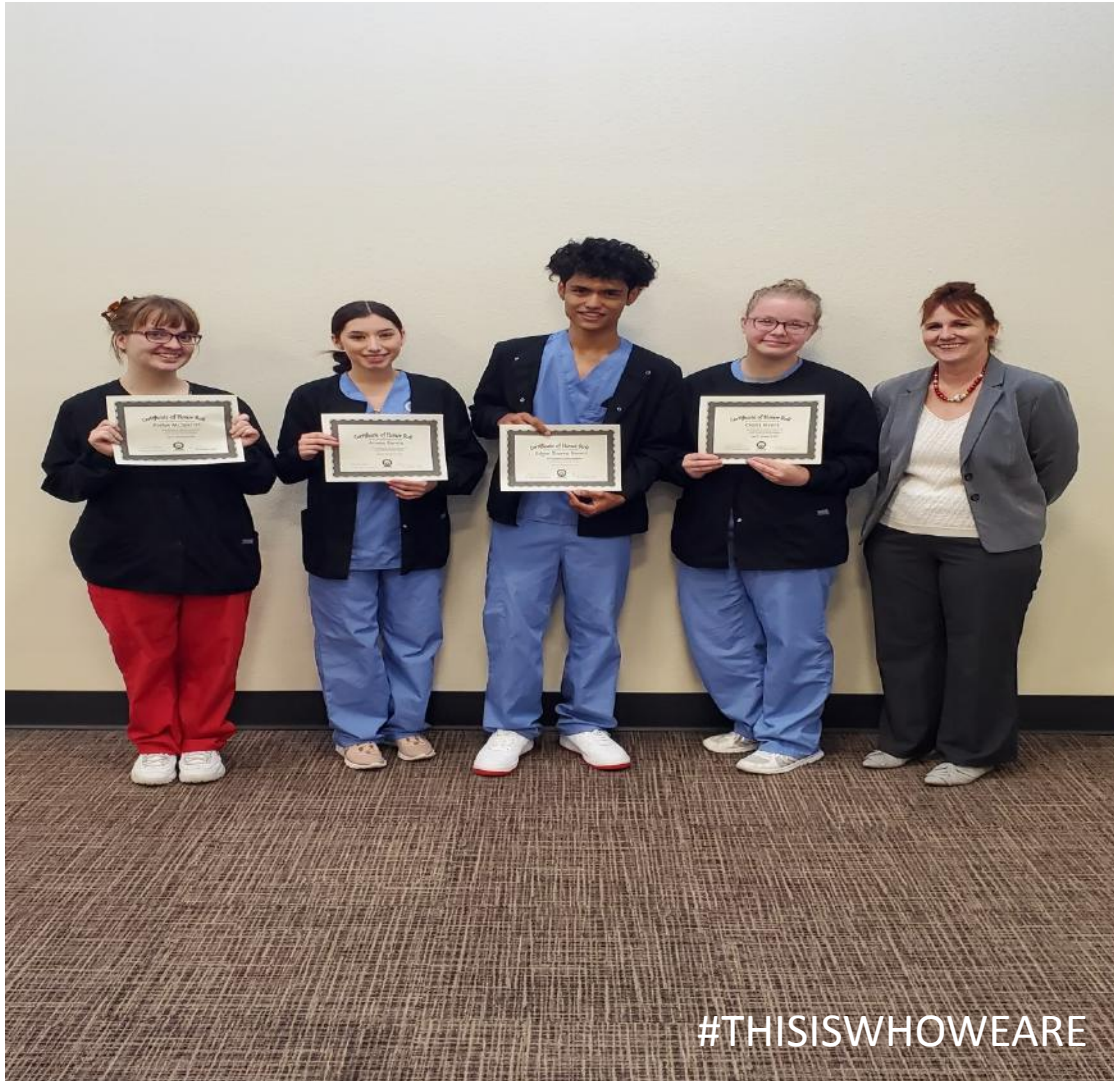




We see the strength of the future at CAVIT as students come to us eager and ready to learn, and they focus intensely on the career training they have chosen.

The high caliber and attitudes of CAVIT's staff and more importantly, students, have provided our school to grow leaps and bounds and to establish school-wide traditions.





To ensure our CTE programs met the equally important outcomes of a strong graduation rate and a robust talent pipeline for employers, we embarked on gaining state or national accreditation approval status for each of our programs.

We believe in
collaborating and
realize these
opportunities only
exist when there is a
family undertone
within our school.

We are only as
good as the entire
group succeeding.





There is a strong sense of collective efficacy among the programs with a healthy dose of competition. Each program understands that we must rely and support one another to provide students with a world class education.

There are established activities in each of our programs that purposefully involve the entire school, creating a shared vision among us.



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Everything we do on a daily basis is grounded upon offering inquiry-based instruction, rich with authentic learning experiences that replicate what is found in industry. This seemingly simple goal builds a positive culture here at CAVIT.

Our students are here to acquire the training needed to secure employment and/or receive a jump start in postsecondary education. To meet their expectations, we provide student-centered 21st century real world learning.





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We see a unique difference in our student body that is not always evident on every campus in our area; our students have the drive and desire to learn about the work force of the program they join.

While we have high expectations for our students, we have come to the conclusion that our students have even higher expectations as they want a credible learning experience from us.





We treat our students as adult learners as they are considered employees in training. From day one, our teachers expect professional behavior from students and model that behavior.

In all of our classes, the Arizona College and Career Ready standards are embedded with the context of a curricular program of study that is rigorous and relevant providing each student with a clear connection between theory and practice.





Teachers deliver a two-year comprehensive school-wide student professional development program that offers monthly curriculum-infused trainings that guide students through a personal journey of exploring career pathways and personal interest.

The addition of student-run clinics provides our teachers with a very unique opportunity in their curriculum; the curriculum is now driven by very relevant, every day, and unique experiences of real clients who bring new experiences with every visit.





Our instructors understand the need for frequent progress monitoring and interventions. We work collaboratively together to improve our knowledge of how children learn and implement best practices in teaching.

We have seen first-hand
the impact of using
differentiated, along with
tiered, student-centered
instruction with an
inquiry-based focus, to
close the student
achievement gap.





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Placing increased responsibility on our students for their own learning outcomes ensures our students become managers of their own learning. Students are involved in complex tasks on a daily basis that gives them a sense of pride and accomplishment.

Our students take responsibility to assist their peers in meeting skill proficiency. From the first day of classes, students are taught to work on personal goals, thereby creating a motivating mechanism to achieve success both in and out of the classroom.





We are molding our students so they can be successful in securing employment in this global economy. We want our students to not only know (standardized testing), but do (performance skill testing), and apply (clinics, work-based learning, and CTSO activity).

We place students in workplace environments (internships, community service, field trips) off campus so students can investigate and work alongside industry professionals. It is imperative that students have sight of their future workplace.





The idea that learning never stops is intrinsic in the very core of the entire staff. To encourage constant learning, we believe in the value of strong professional development and collaborate together to identify topics for the school year.

During skill mastery and practice, students engage in peer evaluation and self-evaluation to monitor the progress of their learning and reflect on how they might move forward to improve on areas of weakness.

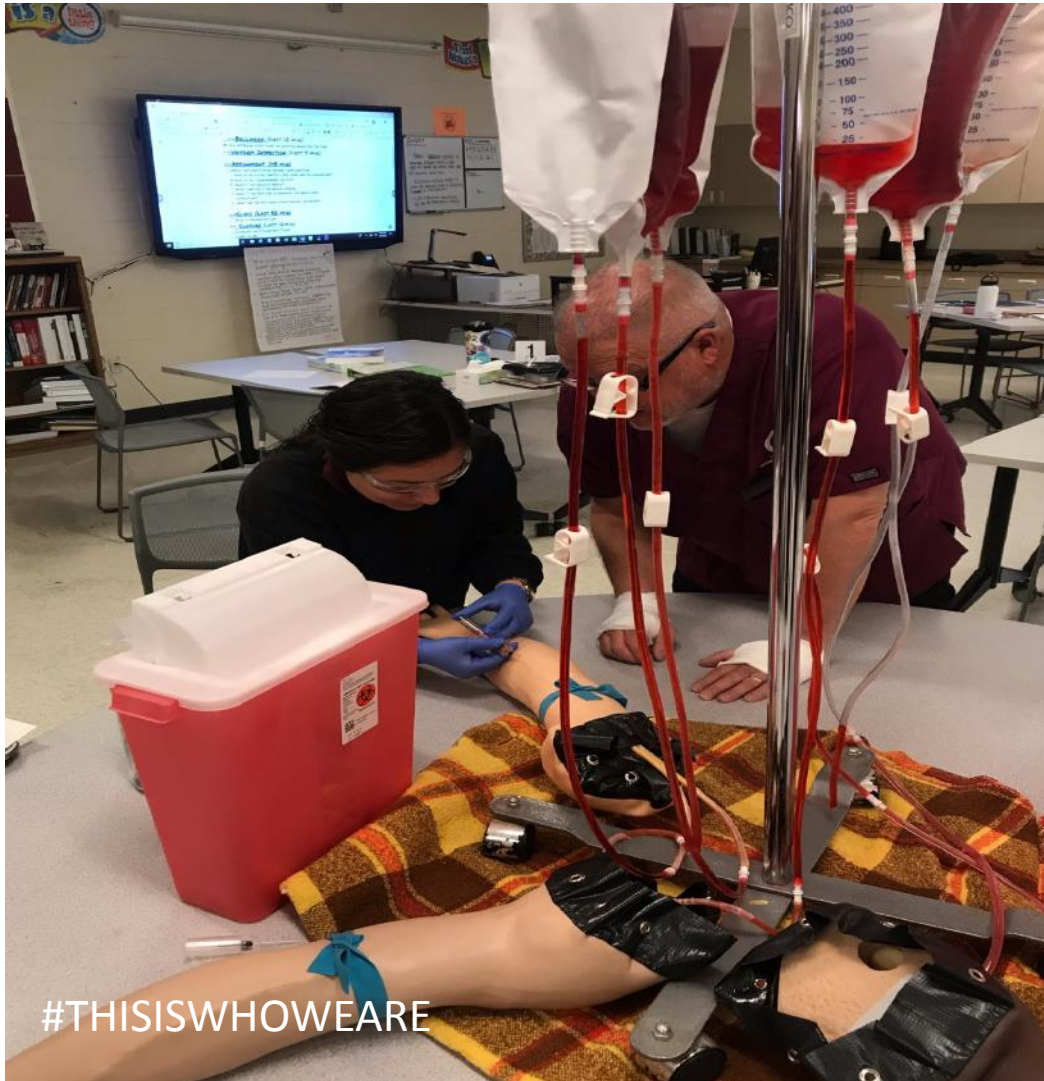




Our teachers' job is to continually monitor, evaluate, and improve the mandated curriculum to ensure students are successful in their industry certification assessments.

Students are taught to use a series of focused questions to ensure their application of skills produces the desired outcome. When students learn a new skill, they must rationalize their thinking process to the instructor as part of the evaluation process.





Teachers use varied learning styles and multiple intelligence approaches to engage all students. Special needs students are monitored regularly and intervention strategies are quickly implemented by staff if students fall below in their performance.

Our students have no chance for future employment if they don't taste and feel their education. While that sounds simple enough, all staff work to offer what we call the extras not found in other CTEDs or CTE schools.

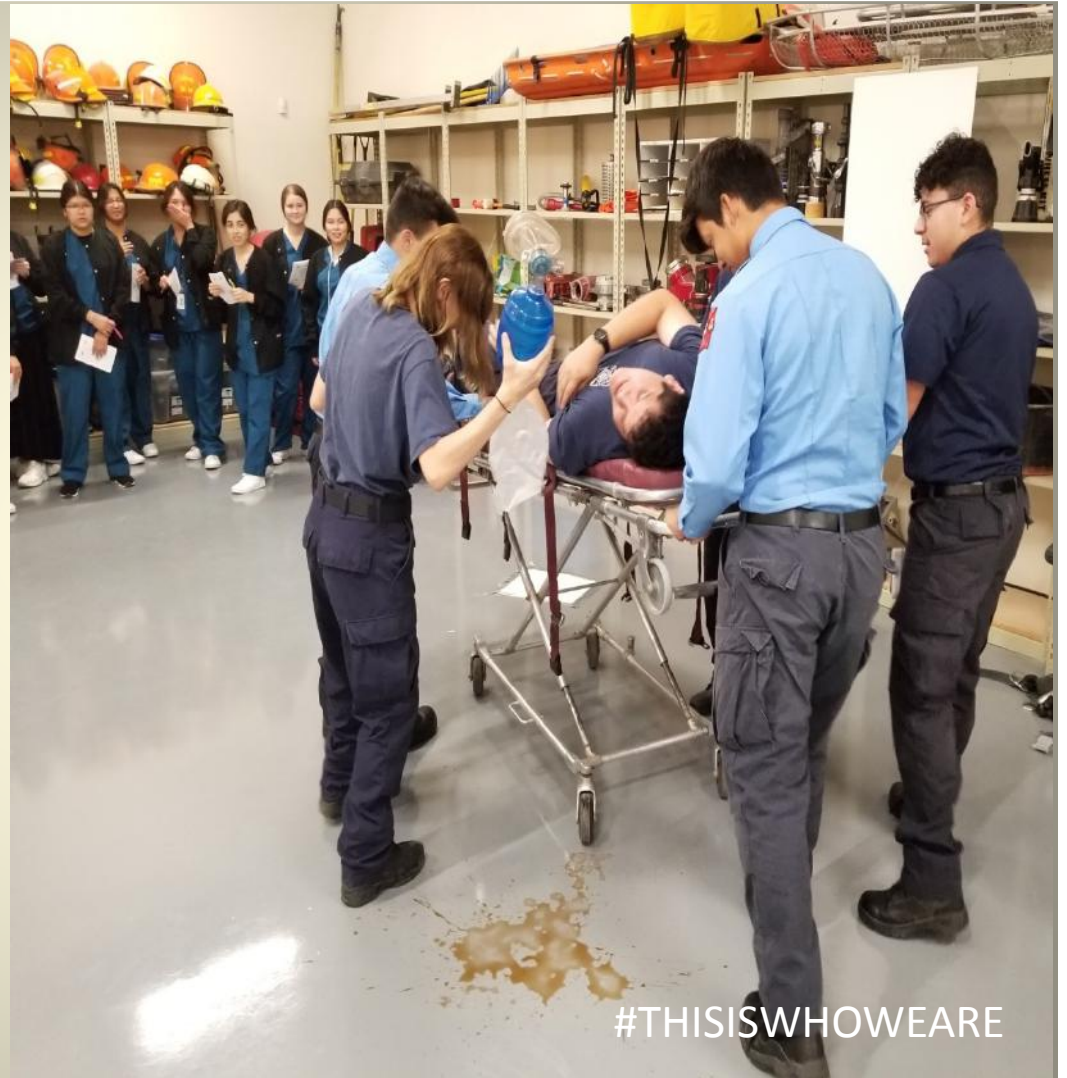




Opportunities for student and staff leadership in the activities and mission are plentiful at CAVIT. Students lead in their participation in the school's wellness clinics and CTSO youth organizations. The collaboration between students leaders is truly remarkable.

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We integrate professional (employability “soft”) and leadership skills into our students through their participation in SkillsUSA and HOSA events. We have seen students blossom in our leadership activities, taking charge of events, and becoming student leaders before our eyes.





To ease anxieties of starting at CAVIT, we develop activities for the first ten days of school that include team building and socials. These activities help our students realize that attending CAVIT can lead to new, lasting friendships that assist non-traditional students.

We implement programs of study that are rigorous and relevant, providing each student with a clear connection between theory and practice. Our teachers build relationships with students, industry partners, and our community to provide authentic learning experiences.





We believe in the value of partnerships to strengthen our curriculum, assist teachers in evaluating student performance, and audit improvement efforts.

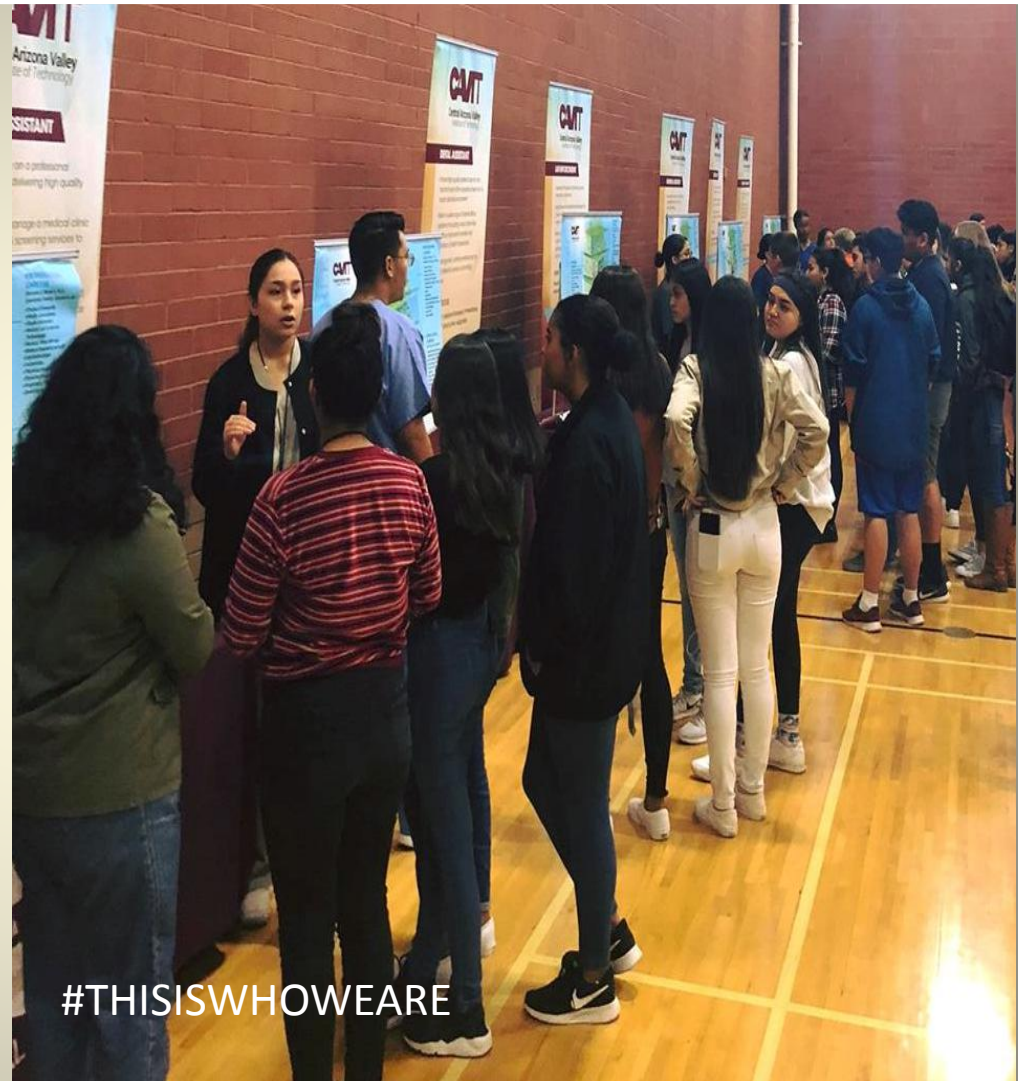
The notion that partnerships can make a lasting impact on a school can be seen through our advisory committees that have secured internship sites, mentored students, acquired donations, and provided input on curriculum and performance skill assessments.



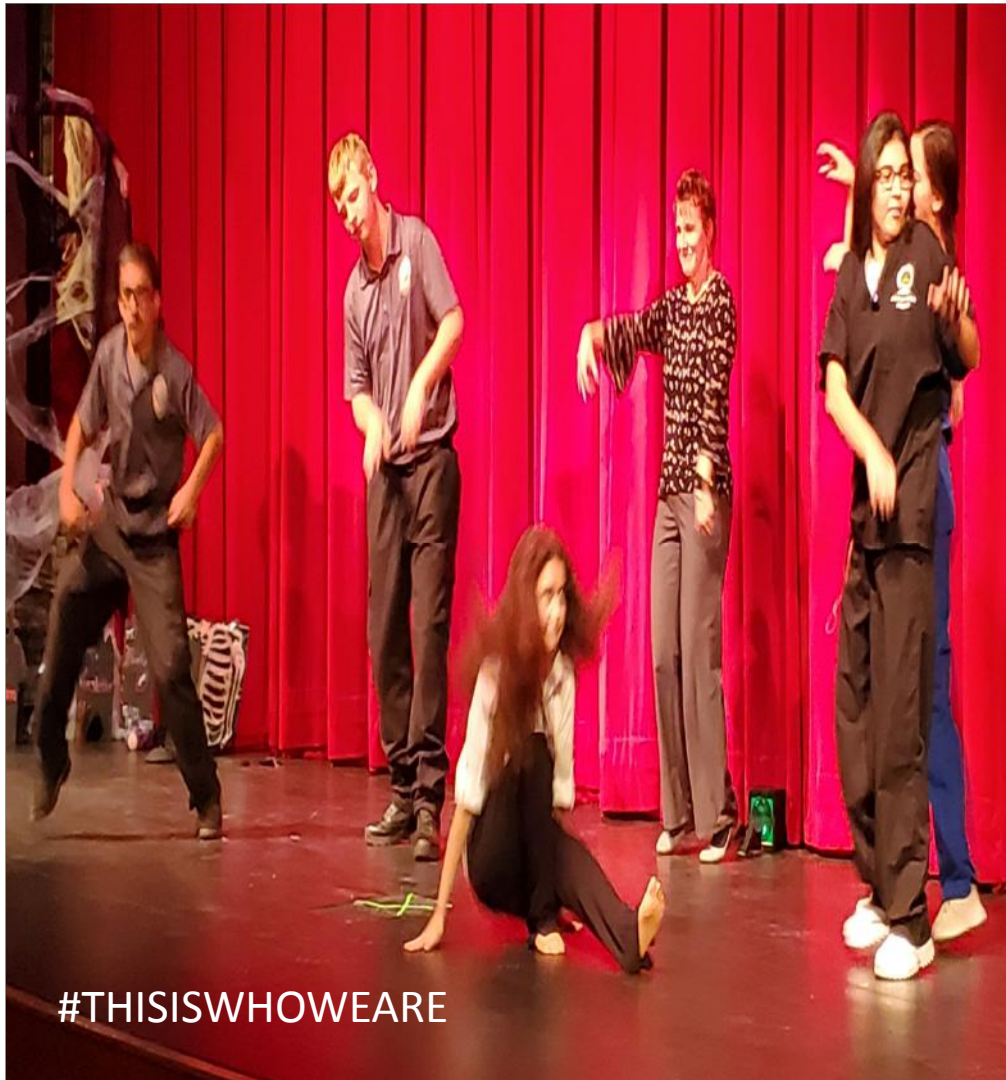


Besides industry members giving support and guidance to teachers, we also rely on our partnerships with CAC and PCC colleges to allow students to receive a jumpstart on their college education.

Our teachers' mantra of, "Would you want an average firefighter, cosmetologist, police officer, etc. assisting you?" gives our students an immediate visual picture of the type of student we want them to be and the type of employee they desire to be.



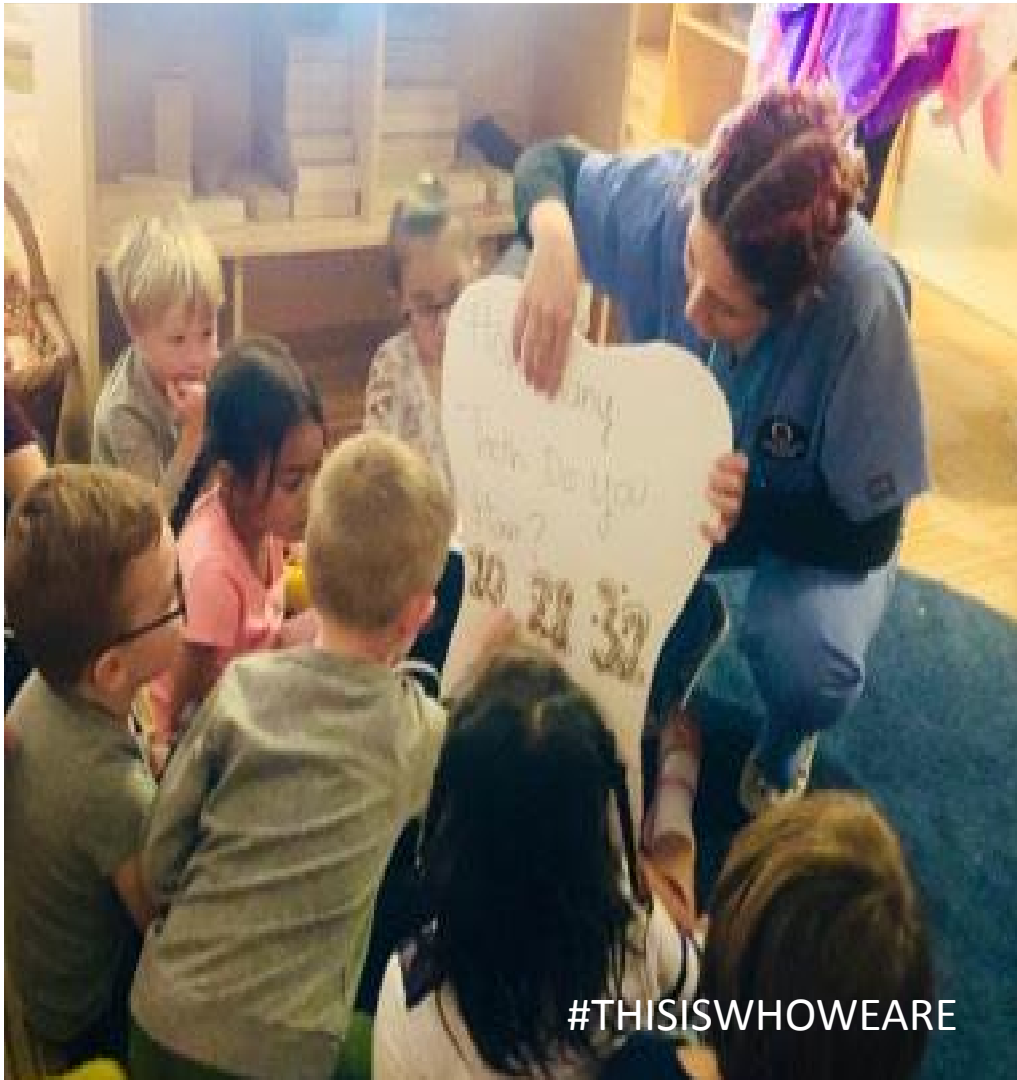
#THISISWHOWEARE



We have a tradition at CAVIT that when one program showcases an activity, the rest of school participates. Our students are keenly aware of what happens in other programs, as well as, in their own program thereby creating a professional learning community at CAVIT for all.

Our teachers need to be subject matter experts in what is current and relevant in their career field so they can effectively teach our students and work with their advisory committees. We strive to secure the best career teachers we can find: licensure, advanced degrees, and extensive, varied work experience.





Our teachers scaffold (instructional techniques to pique and motivate student interest) instruction, ensuring students receive a deep understanding of theory and practice.

Our students are in control of their own destiny; they manage their actions (applying knowledge and skills) to master the expected outcome demanded by industry. This student-centered instructional approach motivates students to achieve above their expectations.





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Our staff understands that when students can demonstrate technical and professional skills in various settings, it gives them more opportunities to be successful in their chosen career fields.

We enrich our programs by integrating work-based learning experiences into the curriculum. Students complete industry tours, job shadowing, and internships depending on the program.

Students are evaluated on workplace skills and attitudes by their supervisor.

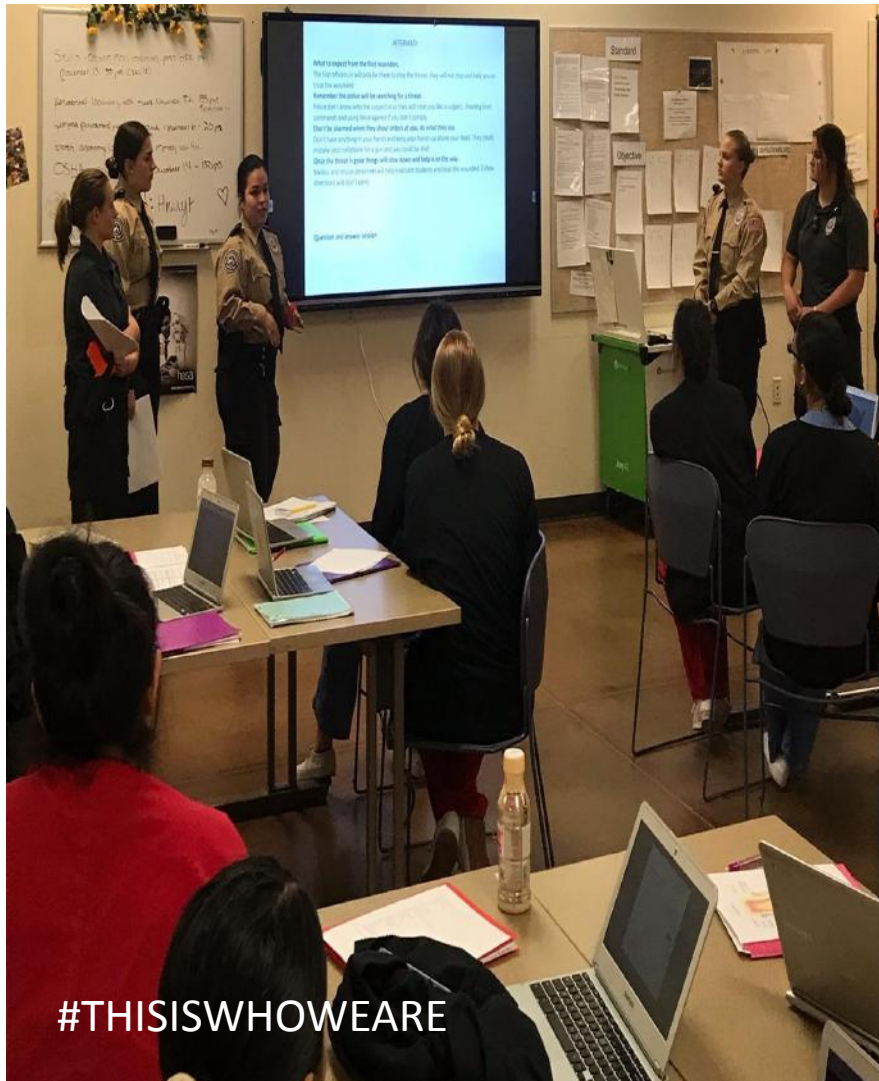




To promote and enhance the opportunity for interventions that occur for students in need, we offer programs that exceed the instructional time (720 hours) required by ADE CTE (360 hours). We make good use of that time to make sure we do justice with the standards within each program.

Since we share students with 12 partner high schools, we collaborate together on resources. The very specific task of accommodating 12 schools with the myriad of intersessions, inservice days, testing, sports, assemblies, and more can be rather daunting. It all works as we communicate and collaborate very well together.





We base our academic excellence on ADE CTE end-of-program assessments, our school's state standing for central campus pass rates, our program completers' placement rate, along with our career readiness rate that designates the number of students earning industry certifications.

Students display outstanding leadership skills; they learn customer service, communication, presentation, and many other employability professional “soft” skills, so that even if they decide to pursue another career field, they have and can demonstrate the 21st century skills that employers desperately seek.



We have learned that every contact with students, parents, and partner schools must be strategically thought out and planned. Our enrollment continues to increase yearly with teachers receiving students in the right program for the right reason.





Residents in our community can attest to our school's ability to grow leaders at all levels firsthand when they serve as speakers, evaluators, mentors, employers, and clinic participants.

Our teachers understand that coming to CAVIT is beneficial, but there is also a huge commitment given by 16-18 year olds. We value our students' time and dedication and we respect the fact that they lead lives full of other commitments as well.





Due to the fact that we are a Career and Technical Education District (CTED) and one of 14 in Arizona, we recognize that we must garner awareness of CAVIT and to effectively market its innovative educational programs to all of our stakeholders.

We invite you to visit
CAVIT and experience
Education with a
Purpose!

