U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [X] Magnet[ ] Choice

Name of Principal Mr. Javan Childs Sr.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Edison Computech School

(As it should appear in the official records)

School Mailing Address 555 East Belgravia Avenue

(If address is P.O. Box, also include street address.)

City Fresno   State CA   Zip Code+4 (9 digits total) 93706-4806

County Fresno

Telephone (559) 457-2640   Fax

Web site/URL https://computech.fresnounified.org   E-mail javan.childs@fresnounified.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Principal's Signature)

Name of Superintendent* Dr. Bob Nelson_____E-mail bob.nelson@fresnounified.org_____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fresno Unified School District   Tel. (559) 457-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Veva Islas

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, leave blank.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   68 Elementary schools (includes K-8)
   (per district designation):   15 Middle/Junior high schools
                                            17 High schools
                                             0 K-12 schools

                                            100 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [X] Urban (city or town)
   [ ] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	419
8	379
9	0
10	0
11	0
12 or higher	0
Total Students	798

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0.9 % American Indian or Alaska Native
   the school (if unknown, estimate): 9.2 % Asian
                                     6.2 % Black or African American
                                     68.5 % Hispanic or Latino
                                     1.7 % Native Hawaiian or Other Pacific Islander
                                     10.4 % White
                                     3.1 % Two or more races
                              100 % Total

 (Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

   If the mobility rate is above 15%, please explain:

   This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred *from* the school after October 1, 2021 until the end of the 2021-2022 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2021	798
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

   Spanish, Hmong.

   English Language Learners (ELL) in the school: 2 %

                                                    16 Total number ELL

7. Students eligible for free/reduced-priced meals: 71 %

            Total number students who qualify: 563

8. Students receiving special education services with an IEP: 2 %
   Total number of students served   19|

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

2 Autism	0 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	1 Other Health Impaired
0 Developmental Delay	7 Specific Learning Disability
1 Emotional Disturbance	7 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
   Total number of students served: 17

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	85%	98%	69%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

   Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
   Yes <u>X</u>   No

   If yes, select the year in which your school received the award.   <u>2016</u>

16. In a couple of sentences, provide the school's mission or vision statement.

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.fresnounified.org/nds/

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Computech is an admissions criteria STEM (Science, Technology, Engineering, Math) magnet school in Fresno Unified School District. Students selected must meet the approved academic criteria, which may include test scores, grades, and attendance. All students are encouraged to apply their sixth-grade year during the application window from September 1st until December 1st. The application review process contains a committee of diverse group of educators, representative and reflective of FUSD student population. The link shows the application process: https://stafed.fresnounified.org/admission-criteria-schools/

PART III – SCHOOL OVERVIEW

Computech is an admissions criteria magnet school in Fresno Unified School District. Computech is a science/technology/engineering/mathematics (STEM) school that attracts students from throughout Fresno Unified School District (FUSD) and Fresno County. Computech opened in 1983 as a six-year program with Edison High School and resides in Southwest Fresno. The purpose of the program was to desegregate the Southwest region of Fresno which had historically been home to ethnic minorities in the city. Through the Computech program students from all over the county apply to attend one of the most diverse schools in the entire Fresno County.

Computech's rigorous, standards-based curriculum helps prepare students for high school and beyond and is supported by our practice of learning by doing, in which we focus on providing authentic, real-life, integrated learning experiences for our students. Project-based learning activities across the curriculum enable students to develop 21st-century skills such as critical thinking, research, communication, technology skills, and collaboration. Students are encouraged to explore higher levels of creativity and intellectual achievement, while acquiring a firm foundation in the academic and social skills necessary for success in life.

All students admitted to Computech take eight courses during both their seventh and eighth grade year. Every student takes academic core classes: English, math, history, science, and PE, while also taking three elective courses. All seventh-grade students are required to take computer science elective course while choosing their remaining two electives. All eighth-grade students are required to take the exploration wheel elective course where they engage in a quarter of biomed, a quarter of engineering, a quarter robotics, and a quarter where they complete a project based on the learning they received in biomed, engineering, or robotics. Eighth graders may choose their two remaining elective courses. Other elective courses offered are Spanish I, II, Spanish Native Speakers I, Choir, Band, Orchestra, Drama, Stagecraft, Art, Tournament of Technology, Full year of robotics or engineering, Explo Industrial Technology, Ethnic Studies, Leadership, Men's Alliance, or Women's Alliance.

Computech's mantra is "Every child seen, heard, and loved." This mantra encompasses how students are supported and engaged with by all staff for academic, extracurricular, and social-emotional needs. Restorative practices, Targeted Student Team (TST), iMentor, and My Brother's Keeper are practices utilized at Computech to support the social-emotional needs and growth of every student. Students can self-select these services or are recommended to engage in these services as needed by staff.

Computech has won the National Blue Ribbon Award five different times, 1991, 1996, 2002, 2010, 2016. The honor this award brings is shared by the school site, parents, community members, and the entire Fresno Unified School District family. As an admissions criteria school it serves as a recruitment tool where families and the community can take comfort and be assured that their child will receive a high-quality education.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Our ELA department uses the district provided Springboard curriculum and other supplemental material to teach grade-level standards. As a school site we use California State approved materials. In English, the department always has the agenda on the board and on Teams, for absent students. We like our students to understand the real-world importance of timeliness and preparation for work. In ELA, the department has agreed to start the day with Independent Reading. With Covid and distant learning, we saw a dramatic drop in reading scores and abilities. We use a program called iReady and IABs (Interim Assessment Blocks) and FIABs (Focused Interim Assessment Block), through Edcite, to monitor the growth of our students' progress. Our teacher-librarian comes in and has one-on-one talks with students to encourage them and help them find appropriate reading level books. Seventh grade doesn't restrict the type of novels. Eighth grade ELA however has 3 different genres students can chose novels from and rotates them every quarter.

After our reading, students log their information, using Teams and their computers, again meeting standards for electronics/digital usage. After that the lesson begins with direct instruction. The materials we use have main standards that are used throughout the lesson and are also recursive. Meaning, they will appear in a later lesson and also in other units throughout the year. These key standards are ones as a department that we are creating FIABs around. We will always do a pre-test, to see where students are at. We will give a post FIAB test. This may be after a few lessons where students use and practice the targeted standard. We compare the data to see what students have learned. With this data, we determine our next steps. Sometimes we have to divide our classes into different groups with different activities. One will involve the teacher guiding and re-explaining the standard in a different modality. The other group will be given an enrichment activity with the same standard, but something that will be more independent and demonstrate their mastery of said standard.

There is always a major project for a unit. This is usually a writing assignment demonstrating understanding of all the standards taught in the unit. We usually have a presentation component to bring in our Speaking and Listening standards. Research has evolved from the first quarter where we go step-by-step and limit students to specific sites to independent research. As a department, we have agreed to meet once a month. We go over our main standards, progress, how we are monitoring, what are the next steps/standards.

Once every two weeks, the 7th grade team has committed to having an assessment with data. This allows us to guide our instructional practices and let us know what areas of need are to be addressed. It has guided our teaching. One area of concern we found was the lack of grammar. As a team, we have added in elements of grammar to our daily teaching.

1b. Mathematics curriculum content, instruction, and assessment:

Our mathematics department uses the district provided Go Math curriculum while supplementing other curriculums such as Desmos and Illustrative Math for grade-level standards-based instruction. We offer math 7, math 7 accelerated, math 8, and algebra I. At the beginning of the year math teachers within their PLCs plan out the year utilizing our district's scope and sequence for pacing, while also incorporating progress monitoring assessments such as quizzes, IABs, and FIABs. Using the 8 Mathematical Practice Standards: Practice Standards: 1. Make sense of problems & persevere in solving them; 2. Reason abstractly & quantitatively; 3. Construct viable arguments & critique the reasoning of others; 4. Model with mathematics; 5. Use appropriate tools strategically; 6. Attend to precision; 7. Look for & make use of structure; and 8. Look for and express regularity in repeated reasoning, instruction is differentiated based on every student's identified needs for support through frequent and consistent checks for understanding of student content knowledge.

Teachers employ "I do, we do, you do" instructional practices that calls for students to work independently

and in group collaboration. Students are formally assessed at the conclusion of every module through IABs or FIABs. Students that receive a D/F on any assessment are mandated to attend lunchtime or after school tutorial where they receive additional instruction from their teacher and then retest. Students are permitted to retest as much as needed to show proficiency without any negative effect to their grade based on the time taken to acquire the knowledge and proficiency of the content.

Teachers engage in weekly PLC meetings to review student progress. This data is reviewed by the teachers and informs daily instruction to ensure that learning gaps and deficiencies are identified and addressed in daily class instruction.

1c. Science curriculum content, instruction, and assessment:

Our district's curriculum is California Inspire Science by McGraw Hill. The curriculum is built to the integrated California Next Generation Science Standards and the California framework. Science teachers utilize the district's provided scope and sequence in planning out instruction for the year using academic quarters.

Science 7 instructional calendar is broken into quarters. The first quarter content is "understanding matter," second quarter is "the changing earth," third quarter is "earth's resources," and fourth quarter is "interactions with ecosystems."

Science 8 instructional calendar is also broken into quarters. The first quarter content is "change over time," quarter two is "energy and motion," third quarter is "understanding waves" and the fourth quarter is "humans and their place in the universe."

Daily instruction consists of direct instruction that lays the foundational understanding for students to comprehend the purpose and relevance of what content standards calls for. Teachers employ guided instruction, independent and group collaboration for students to explore and richness of the science content. Students engage in project-based learning and labs to make real-world connections to the learning taking place. Students are assessed formatively throughout each module and a summative assessment is used at the conclusion of each module.

Teachers engage in weekly PLCs to review and monitor student academic progress and make shifts to the instruction based on student needs.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Our social studies department uses the district provided curriculum for 7th grade "Impact: California Social Studies: World History and Geography: (Medieval and Early Modern Times) and for 8th grade "US History-Impact California Social Studies: United States History & Geography Growth & Conflict" by McGraw Hill.

The curriculum adheres to California standards and the framework for the state standards. Our teachers teach to the grade-level standards while incorporating ELA standards that call for students to demonstrate knowledge and understanding of reading, writing, speaking, and listening skills. Teachers employ project-based learning for students to make current day connections with the learning acquired through historical events.

In 7th grade students are exposed to various cultures and learning through supplemental materials, guest speakers, performances, and other avenues of learning that exposes them to various world cultures.

In 8th grade in collaboration with the high school students are invited to attend and participate in an even called Model UN which provides a real-world learning experience that mimics a United Nations conference.

Teachers engage in weekly PLCs that review and monitor student academic performance and progress. Data is then used to determine next steps for instruction and student identified needs. Students are formatively assessed throughout each unit and a summative assessment at the conclusion of the unit.

1e. For schools that serve grades 7-12:

Computech has a robust CTE program that provides students with the opportunity to engage in computer science, biomed, engineering, and robotics. As a six-year program that feeds into Edison High School, students are taught the foundational principles of knowledge in each of these pathways that prepares them to continue in their desired pathway throughout their high school career. All seventh grade students take a mandated year of computer science as part of their schedule for electives where they learn coding and programming. Eighth grade students are enrolled in the "exploratory wheel" where they take a quarter of biomed, a quarter of engineering, a quarter of robotics, and the last quarter they engage in a comprehensive project-based learning project that is presented to their peers and teacher. The wheel gives students a sample size experience of each CTE pathway that is offered at the high school level so they can make a more informed decision of which pathway they prefer to enroll in. Students are also provided opportunities to select a yearlong course in engineering, robotics, and other courses that revolve around STEM. Within these courses students also engage in Imago lessons that allow them to earn certifications that can be used once they enter the workforce.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Computech offers art, drama, band, and orchestra for students to engage. These courses are offered as electives for both 7th and 8th grade students. Each of these courses adhere to California grade-level based standards. Through our visual and performing arts department students are provided opportunities to engage in extracurricular activities and events that allows them to showcase their learning, skills, and talent both in and out of school. These classes are taken as part of students' daily schedules. Each of our courses employ ELA standards where students are read, write, speak, and listen based on their respective course content.

Our VAPA teachers engage in monthly department meetings to collaborate and plan for cross curricular learning opportunities to provide students. Teachers of each course assess and progress monitor student achievement. Consistent feedback on how to improve is provided to students.

2b. Physical education/health/nutrition

Our physical education is provided to seventh and eighth grade students. Seventh grade PE focuses on individual and dual activities and sports, and 8th grade PE focuses on team activities based on California state standards. Teachers use sequencing to teach students the attainment of skills. Frequent progress monitoring and feedback is provided to students throughout each unit. Students are assessed formatively throughout each unit. Teachers have students engage in daily fitness activities in preparation for the state summative test is taken from March-May which is the Physical Fitness Test (PFT).

2c. Foreign language(s), if offered (if not offered, leave blank)

Computech offers Spanish I, Spanish II, and Spanish Native Speakers I to 7th and 8th grade students as an elective. Students who take and pass these courses earn high school and A-G Course completion credit for UC (Universities of California) and State College. These course district approved Sendas curriculum to support in providing California World Languages standards-based instruction. Teachers engage in weekly PLCs to review progress monitoring metrics and data to plan and guide instruction. Teachers use formative assessments throughout each unit and summative assessments at the conclusion of each unit.

2d. Technology/library/media

We created an independent reading curriculum to increase our students reading outside of school. The goal was to increase student engagement in independent reading based on student choice and ability. Students develop individual goals monitored by both the teacher-librarian and their ELA teacher. Formative assessments are completed on a weekly basis through one-on-one interviews and reading logs for progress monitoring. Summative assessments are completed each quarter to have the students evaluate their progress and create new reading goals based on their growth. We piloted the program this year with our 7th grade students. Seventy-six percent of the students made positive growth on the nationally normed diagnostic assessment we use to measure growth in English and language arts in the district. Our library circulation has significantly increased over the past year when we checked out 3,771 titles, while checking out 6,311 titles this year. This represents a growth rate of 67.3%. This increase is attributed to an increased demand for library resources from our 7th grade students who are independently reading. Every student is working to meet or exceed the state standard to read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Weekly MTSS (Multi-Tiered System of Support) meetings take place to review school-wide academic, attendance, and social-emotional growth progress of all students and subgroups of students. Trends are identified and supports are put in place for student achievement. Communication is provided to teachers and next steps for supporting students are discussed within PLCs.

Students performing below grade level based on assessments given in math are required to attend lunchtime or after school tutorial. Students are provided one-on-one and/or small group instruction based on needs and reassessed. Students are permitted to reassess as many times as needed and graded based on what they have achieved without penalty to the time needed to acquire the knowledge and skill.

Computech has a robust After School Program (ASP) is offered from 3:30pm-6:30pm every instructional school day. Tutors are employed to provide additional help and support to every student in each academic core content course. Our district also provides every student within the district with an free tutoring through tutor.com.

3b. Students performing above grade level:

Students performing above grade level are provided enrichment instruction through Tier 1 in class instruction. Teachers provide students with standards-based grade-level tasks that encourage and push students deeper into the learning of the content standards. Students are then provided with multiple measures or opportunities to expound upon their learning through projects, portfolios, discussions, or other means. Students are encouraged to take part in events and activities such as Science Olympiad, Tournament of Technology, Math Competition, Academic Decathlon, and forensics.

3c. Students with disabilities:

Students with disabilities are supported based on identified individual needs through their IEPs, 504s, and communication from the home to the school. Computech employs one special education teacher that serves as a co-teacher in math and English in addition to communicating the needs and of each student to all teachers of the student. Teachers follow the mandates and recommendation of these documents to ensure every student needs are being met to fidelity. Computech also employs a paraprofessional that supports students as needed with academics. Students with disabilities receive instruction in inclusive environments alongside general education students. They are taught out of the same curriculum and provided every

opportunity to engage in curricular and extracurricular activities that are offered to their general education student peers.

3d. English Language Learners:

Our English Language Learners are supported through goal setting, tutorial, and standards-based instruction. English Learners are monitored quarterly through teacher observations. ELPAC is taken once a year to assess students and redesignate based on student achievement and acquiring of the English language. Progress monitoring and feedback is provided to parents by teachers to keep parents abreast and updated on their student's academic progress. Parents of our English Language Learners are also supported in navigating the school site and district system through the employment of our Spanish speaking HSL (Home School Liaison). Our HSL provides a monthly engagement hour for parents to come to the school site to learn more about the academic content standards, site resources to assist them in supporting their student, and district systems and structures to support them in navigating their student's academic career from pre-kindergarten through twelfth grade.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. **Engaging Students:**

Computech employs a Campus Culture Director (CCD) that teaches elective course offerings of leadership, student government, ASB (Associate Student Body), student led activities such as dances, rallies, lunchtime activities, celebrations and honoring of diversity and culture, among many other engaging activities to promote a positive school culture. Through the work of our CCD and students, surveys and other methods of communication takes place on a daily basis that provides information on how to be involved and create a climate and culture where students are made to feel safe by being seen, heard, and loved. Within our school region events are planned and take place that allows for students to interact with other students from the elementary through high schools. This builds a sense of community belonging and togetherness that promotes the learning of all demographics in establishing a culturally proficient and equitable environment.

2. **Engaging Families and Community**:

Computech utilizes phone calls, email, ParentSquare, social media, and other avenues of communication to keep families updated and informed of events taking place on campus, in the community, and throughout the school district. Once a month our management team hosts a coffee hour to address to inform families of upcoming events and address any concerns brought forward. Once a month we host our families in parent engagement hour where they are taught and provided resources to support them in navigating their student's education and other supports they can utilize outside of the district.

Computech has a PTSO (Parent Teacher Student Organization) which is a partnership between the listed parties that works collaboratively to support site events and activities to promote community and partnership. Fundraisers and meetings are held on a monthly basis to plan and engage in the work of promoting activities for all to be a part of in creating a loving climate and culture.

A yearly recruitment and appreciation carnival is held in October/November which invites families and the community to come to campus and enjoy a night of fellowship and learning of the Computech program.

3. **Creating Professional Culture:**

In 2021/2022 and continuing throughout the 2022/2023 school year, collaborative decision making has been implemented through the use of Department Chairs and Instructional Lead Teachers. This moved allowed staff to voice concerns at the instructional level within their PLCs through their ILT and at the department level through their DCs in a smaller intimate setting to allow for equity of voice.

Committees such as Climate and Culture Team (CCT) and School Building Committee (SBC) are in place to provide collaborative decision-making with issues and concerns that are surfaced that affect the site. These committees work in collaboration with administration to resolve issues or concerns in a timely and effective manner.

Professional development is aligned with supporting teachers in reaching our school goal of growing students' academic proficiency a minimum of ten percent in tested subjects of math, ELA, and science in addition to literacy standards embedded across all curriculums. To achieve this goal staff has been provided and continue to receive professional development focused on equity-based teaching practices. These equity-based teaching practices provides teacher development on delivering of instructional content standards that identify differentiated practices on supporting the whole child (SEL, ethnicity, cultural values, preferred learning style). The administration conducts daily classroom observations and provides feedback to teachers through individual coaching and PLC teams. Teachers also identify instructional support needs individually and within content areas that are addressed and drives the focus of professional development sessions. On staff development days, referred to as Buyback, teachers and administration collaborate on an identified focus for the day to support staff development. Experts in the identified focus area are brought in to provide professional development and collaboration time is set aside to operationalize these practices.

4. School Leadership:

The administration of Computech believe in collaborative decision-making for the school to thrive in a manner where all staff is valued and students are seen, heard, and loved. Structures and communication have been established and an organizational chart created for staff and students to know where to go for support.

Department chairs and Instructional Lead Teachers are in place for collaborative decision making. Through monthly climate culture team meetings, department chair meetings, monthly instructional lead teacher meetings we have streamlined communication for staff to be part of decision making as it pertains to school organizational environment and instructional practices. For concerns unrelated to department and instruction, SBC (School Building Committee) is in place for staff to surface CBA (Collective Bargaining Agreement) and other concerns to improve campus conditions. Monthly recognitions and staff appreciation events are held to highlight the work of all staff.

This year (2022/2023) we made a pivot in how school site budget was allocated for each department to use towards instructional needs. Years past departments were funded in a blanket fashion at a set dollar amount. This pivot was made after data showed that some departments had greater needs than other departments to support instruction. Reprioritization of budget to be used for necessary instructional items have resulted in all department and PLCs having all instructional needs fulfilled.

The principal believes that school is a place where children come to learn in a safe haven. The principal has promoted an environment where students are to experience failure without fear, learn how to overcome and elicit support when failure happens, and enjoy being a child. The principal has communicated to parents that all issues should be addressed and resolved in manner that allows the innocence of a child to remain intact and kept away from the child.

5. Culturally Responsive Teaching and Learning:

Professional development has and will continue to be provided for staff which is intentional towards identifying inequitable practices that may contribute to low student achievement in African American students, Students with disabilities, and English Learners. These trainings included UnboundEd Standards Institute for math teachers with GLEAM (Grade-level, Engaging, Affirming, Meaningful) instructional practices, and PL that provides training around equitable practices for all teachers through Shifting Perspectives LLC.

Our actions (Curriculum &Student Achievement; PLCs; and Academic Interventions) provides intentional professional development centered around improving instructional practices and strategies that will yield an increase in student academic achievement. This is includes academic interventions and enrichment for students based on their identified needs.

PART VI - STRATEGY FOR EXCELLENCE

The ONE practice that has been instrumental in the school's success is the people that have unified and demanded that Computech be a place of opportunities for ALL. What makes Computech special is not the program and courses that are offered, as programs and courses can be replicated and offered anywhere. What makes Computech special is the collective body of people that have placed love for students, staff, and our community at the forefront of all we do. The school has created this environment with staff being open and honest to having courageous conversations that called for a reflection of how we need to improve as a site to create an environment that embraces all cultures and diversity. Our mantra is "every child seen, heard, and loved." We asked ourselves what actions do we take on a daily basis that works against this mantra. By asking and reflecting on our daily actions we identified practices and site ordinances that may need to evolve. We also brought in students and families in our community to provide feedback on their perceptions and experiences with Computech. These conversations and this collaboration manifested practices that we knew we had to address and be willing to change. Our admissions process changed at the district level, our site practices and how we allocate resources and funds were revised to enhance the student experience. We branded the school, purchased materials for community-based events, restructured our dress code to align with the district's dress code policy to allow students to express their cultural and diversity, and revised staff protocols to ensure all staff have equity of voice.