U.S. Department of Education
2016 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 <u>Dr. Andrew James Scherrer</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Edison Computech 7-8 School</u>
(As it should appear in the official records)

School Mailing Address <u>555 East Belgravia Avenue</u>
(If address is P.O. Box, also include street address.)

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

County <u>Fresno County</u>

Telephone <u>(559) 457-2640</u>   Fax <u>(559) 457-2643</u>

Web site/URL <u>http://www.edisoncomputech.com</u>   E-mail <u>office@edisoncomputech.com</u>

Twitter Handle   Facebook Page
<u>https://twitter.com/edisoncomput</u>   <u>https://www.facebook.com/edisoncomput</u>
<u>ech</u>   <u>ech/</u>   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link ____

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*<u>Mr. Michael Hanson</u>   E-mail <u>Michael.Hanson@fresnounified.org</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Fresno Unified School District</u>   Tel. <u>(559) 457-3000</u>
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 <u>Mr. Luis Chavez</u>
(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, write N/A in the space.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

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

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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district   66 Elementary schools (includes K-8)
   (per district designation):   18 Middle/Junior high schools
                                             14 High schools
                                             0 K-12 schools

                                             98 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	163	240	403
8	176	203	379
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	339	443	782

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 14 % Asian
                                        4 % Black or African American
                                       50 % Hispanic or Latino
                                        1 % Native Hawaiian or Other Pacific Islander
                                       20 % White
                                       10 % 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 2014 – 2015 school year: 2%

    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, 2014 until the end of the 2014-2015 school year	5
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2014	798
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %
                                                      0 Total number ELL

    Specify each non-English language represented in the school (separate languages by commas):
    Fifteen different languages spoken at home, but no current ELL students. Most often language spoke in the home is Spanish.

7. Students eligible for free/reduced-priced meals: 67 %
    Total number students who qualify: 524

8. Students receiving special education services: 1 %
                                                      3 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

3 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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   23:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2015.

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%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X   No

If yes, select the year in which your school received the award. 2009

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

Edison Computech 7-8 is dedicated to providing a student-centered, technology-rich program emphasizing excellence in education and an extensive menu of elective courses and extracurricular experiences.

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

Matriculation processes are handled by the Fresno Unified School District Transfers Office. Using loose criteria including grade point average and baseline state assessment data, the Transfers Office sends invites to over 1,500 students who might be interested in Computech throughout the district. Meanwhile, Computech invites sixty-seven elementary schools to bring all 6th graders to tour the school throughout the month of October. At any time during this process, any interested families and students may send in a one-page application to the Transfers Office declaring their application to Computech. These do not have to be pre-identified students, nor do they have to have been invited or have toured the school. Applications are due to the Transfers Office by December 1st. Once applications are received, the Transfers Office with the district's Research, Evaluation, and Assessment Office collect state assessment data, Degrees of Reading Power (reading comprehension) data, and grade point average data to produce a list of students ranked from first to last using the criteria outlined and approved by the Board of Education. For the 2016-2017 school year, FUSD determined to follow a tiered system mirrored after the university system approach to accept the top 225 students by simple ranking, and the next 200 through providing point values to those students facing adversity, such as identifying as an English Language Learner, homelessness, or outperforming students in a currently underperforming elementary school. This second tier of students is reranked, and the next 200 names are accepted to round out the incoming class of 425 students. All "accepted" students must confirm their space at Computech with the Transfers Office or the space will be given to the next name on the waiting list. Students must attend a registration night in April/May of the year prior to attendance at Computech to finalize elective offerings and meet the staff.

PART III – SUMMARY

Edison Computech 7-8, located in the heart of California's San Joaquin Valley, is a science/technology/engineering/mathematics (STEM) magnet school that attracts students from throughout Fresno Unified School District (FUSD). The result is a student body that reflects the ethnic, cultural, and economic diversity of our community. Computech's student body is 50% Hispanic, 20% white, 14% Asian, and 4% African American. Our students' families join us from all over the world and represent more than 16 ethnic groups and languages. Approximately 40% of Computech students reside in homes where English is not the primary language and 67% are socioeconomically disadvantaged. The diversity of our 782 students is celebrated by our staff and community; we feel it presents an opportunity for breaking down barriers and developing relationships that bridge cultural, ethnic, and socioeconomic divides.

prestigious awards have been a source of pride for our community and have enabled us to continue to attract and serve students from throughout Fresno. They have also provided us with opportunities to obtain grants, form partnerships, and share our successful practices with visitors from around the globe. Our National Blue Ribbon Awards has not only been a source of pride for our community, it has set the standard for quality education in our city and county. As a former recipient, Computech is repeatedly contacted to lead the charge of increased academic rigor; whether through paving the way for a range of academic competitions, or by fostering new and innovative techniques to incorporate technology with college and career readiness. Schools and districts have made assertions that Computech putting support behind a program like Forensics or Academic Pentathlon sends the message that they are quality programs. Furthermore, when our own district and leaders within it move toward research-based strategies by piloting them, they most often call upon our staff and program to vet out the process towards the most benefit for the most students. The process of self-examination required by the National Blue Ribbon application has given us the opportunity to reflect on our success and look for aspects of our program than can be improved. Like our students, we are continuing to pursue excellence and to meet the needs of our students in this ever-changing world.

1. Core Curriculum:

Computech's daily core curriculum includes math, science and "Core", a two-period block combining Reading/ELA and social studies/history. These courses are paired because the skills taught in ELA are often used to access social studies/history content and produce student work. The curriculums complement each other, making historical fiction, famous speeches, memoirs and biographies a natural fit for both classes. The Core department's goal is to produce students who read, write, speak and collaborate at a level that enables them to move successfully into college preparatory classes in high school. Since California's Common Core State Standards (CCSS) for English and history/social studies requires students to identify a text's central claim and evaluate its validity and supporting evidence, our students must be able to make a credible claim and support it with valid, logically presented evidence. Our composition program is designed to help students meet these standards. While personal and creative writing is included, the program focuses on expository writing. In both English and social studies, students write in informational and argumentative genres. Core teachers have coauthored ten teaching documents to ensure consistency of instruction and evaluation. These documents also ensure continuity of instruction between seventh and eighth grade and provide clear guidelines for students working at home.

The ability to read complex text is an essential skill for college- or career-bound students. Our reading program has two parts. In class students read a variety of genres and historical texts, engage in literary interpretation and learn to read primary historical sources, and analyze complex sentences, figurative language, and implied meanings. Vocabulary instruction complements their reading. Outside of class, students pursue an independent reading program, selecting books from nearly 70,000 titles. Electronic readers and audiobooks are allowed and encouraged. English learners, struggling or reluctant readers, and the visually impaired especially benefit from the linked dictionaries, changeable font size, and auditory engagement these platforms offer.

Mathematics courses at Computech follow CCSS content standards. Offerings include 7th grade accelerated mathematics, 8th grade accelerated mathematics, and 8th grade mathematics. The rigorous accelerated 7th grade course covers all of the 7th grade content and the first half of the 8th grade content. In 8th grade, the accelerated course covers the later half of the 8th grade content and high school Algebra content. Therefore, our students in 8th grade accelerated mathematics (85%) leave Computech equipped with high school credit for Algebra, providing a competitive edge towards college and career readiness. Students seeking a greater challenge have the option of enrolling in honors level 8th grade accelerated mathematics where they are engaged in advanced mathematics, often incorporating competitions like Math Counts and Math-o-rama into daily middle school life.

Science courses are offered with a focus on life science in 7th grade and physical science in 8th grade. Science classes are linked to core computer classes at Computech, allowing for "block" day schedules every Tuesday and Wednesday. These longer periods allow for self-guided exploration, hands-on approaches to learning, and laboratory activities. With a strong commitment to vocabulary; fundamental skill development in measurement, accuracy, observation, graphing, application of math; and best practices of utilizing computer simulations, spiral review, and prediction/hypothesis modeling, the science department has been pivotal in not only adopting the CCSS literacy standards in a cross-curricular approach to advancing literacy in all students, but in becoming early adopters of the Next Generation Science Standards (NGSS), which are largely still in their infancy. From these courses and its almost twenty years of department stability comes community support of science students reigning at Science Bowl, Science Olympiad, and other STEM competitions.

Applicable to all core curricular areas, our Bring Your Own Device (BYOD) program has dramatically changed instruction. Universal access to word processing allows students to easily edit content or organization in response to teacher or peer collaboration. All students, struggling writers in particular, find editing far less daunting than in the days of crossed out sentences, scribbled notes, and recopying. Editing, that essential component of good writing, has become a welcome rather than dreaded part of the writing

process. Furthermore, with availability of all campus teachers as scheduled tutors and BYOD, students have readily available interventions and supports for times of struggle, as well as those needing additional challenges.

Computech was founded thirty-three years ago with forward-thinking educators bent on providing students skills they would need in an ever-changing world. Today, our curriculum still points to the critical thinking skills needed to be successful in careers that do not yet exist. At Computech, students can be seen problem solving how to program a robot to behave in a different way, choosing suitable locales for videography, and using technology to help prioritize homework or interventions. These skills equip Computech students with the tools they need as a foundation for what college and career opportunities lie ahead.

2. Other Curriculum Areas:

Computech boasts a robust slate of courses to provide experiences in a wide array of curricular areas to all students. As Computech is a STEM magnet, these areas largely fall into the categories of science, technology, and engineering, but appropriately allow for experiences of all kinds, each of which has elements of the essential STEM skills of critical thinking, discovery, and technology application.

As part of the core curriculum, all students take computer technology classes--Computer Applications in seventh grade and Media Design in eighth grade. Computer Applications builds a foundation of computer skills including Google Apps for Education, Microsoft Office, web design, programming, and digital citizenship for use across the curriculum as informed and responsible users of technology. Media Design builds on Computer Applications with skills in advanced programming, Adobe Suite, videography and media production throughout eighth grade curricular areas as well as local, state, and national competitions. Technology at Computech is all the more accessible because of the school's BYOD program which provides readily available interventions and supports for times of struggle.

All students are enrolled in physical education (PE) for the duration of their time at Computech, with an option to take Aquatics in order to compete in water polo and participate on the swim team. Assessed according to state standards in physical health, this once per day course allows for kinesthetic learning to be coupled with literacy, allowing understanding of physical education to be expressed through various means including dance, social skills, team and individual prowess, fitness tracking, and hand-eye coordination. Wellness and healthy lifestyle choices are explored in both PE and Science.

Computech offers art (174 current students), drama (45), three levels of band (151), two levels of orchestra (64), and color guard (20) as performing and visual arts electives; all have much interest across the campus. The yearlong electives in the arts also use BYOD which allows for the infusion of technology skills while learning everything from concert-quality musical theory to differences in tone, hue, and shade, all with the common elements of content-specific literacy and the design process.

Computech offers robotics and engineering (156 current students), graphic and production design (163), leadership (33), site-based Computech Cable News (CCN) broadcast (27), and coding (104) as further elective offerings. Leadership and broadcast students are selected through application processes; these classes often have far more interest than space allows. Robotics, engineering and design, graphic design, and coding are offered multiple periods and are currently semester-long classes to allow for rotation and more experiences for students.

Due to restraints of schedules and students only able to take two electives per year, some students must wait a year to experience an elective choice. In response to this, the staff determined that, along with several of the Career Technical Education (CTE) and STEM electives, an elective experience-based "wheel" will best serve students in the 2016-2017 school year. This will allow students to experience four different electives throughout the school year in just one period. Furthermore, staff determined that students will take three electives during eighth grade in order to further allow for greater availability of experiences. In two years at Computech, students will be able to take five periods of electives, and taking the wheel as part of those electives will give students experience in up to eight different elective content areas.

Computech offers Spanish I, Spanish II, Spanish for Native Speakers, French I, French II, and German II; these classes earn high school credit in foreign language. Currently, 79% (618) of Computech students are enrolled in a foreign language earning high school credit and will continue into high school level college-preparatory courses in that language. These students are provided high school curriculum, enhanced by the BYOD program that allows for individualized intervention as well as more challenging instruction when necessary.

The Computech process of consensus-based management allows for potential and popular elective possibilities to be explored and developed, maximizing our middle school students' experiences prior to choosing pathways of study in high school and college. Furthermore, using this process determined the need to extend the opportunities in electives by offering three elective periods to eighth graders next year in order to meet demand and provide experiences in a wide variety of areas.

3. Instructional Methods and Interventions:

Computech celebrates our student body diversity and also recognizes the challenges our students face. Those challenges lead the staff to continuously search for instructional methods and interventions that level the playing field and close the achievement gap for all students, improving student performance for all subgroups. As a result, Computech determined that the best strategy for improving achievement for all students was to focus on rigor and academic support in a tiered approach to academic needs.

In Tier One, Computech students experience a rich, varied, and challenging curriculum matched to developmental needs. There is a balance between independent and collaborative student work and between teacher-directed and student-centered instruction. Project-based instruction emphasizes the development of 21st-century skills and provides students with real-world experience and college and career awareness. For example, students build scale models in math, program robots in engineering, produce brochures and speeches in ELA, take blood pressure readings in PE and science, create multimedia presentations in computers, generate displays and perform concerts in the arts, and experience careers through our Computech Cable News (CCN). Teachers use auditory, visual, and kinesthetic modalities to address our students' various learning styles.

All students at Computech are mainstreamed. English Language Learners are placed in classrooms with SDAIE-trained teachers, and students with special needs as identified by 504 plans or Individualized Education Programs are accommodated through personal attention and are all monitored at needed levels. To provide academic support, embedded study skills, mentoring, academic counseling, and intervention programs have been developed. A child cannot succeed academically if his or her physical, social, and emotional needs are not being met. Most interventions at this level involve our BYOD program so students can self-pace needs according to the standards and areas of growth. Mathematics, for instance, assesses students for mastery in each focus standard for the quarter, then utilizes common formative assessments to give a student individualized homework and instruction towards that data. Towards this goal, the 2016-2017 school year will include a full Tuesday/Wednesday block schedule, giving content areas longer class periods with which to provide more in-class interventions (class "swaps", BYOD technology softwares, and workstations).

Tier Two includes a program we call Recovery of Academic Responsibility (ROAR) in which students whose grades slip from an A or B to C are caught and assisted before falling further behind. After provided with time, materials, and a quiet place to work, students exit the program when their grades improve.

Tier Three is the academic counseling process including, but not limited to, Student Success Team (SST), conferences, and various individualized tutoring supports. We challenge our accelerated students by motivating and engaging them in high school credit courses and in activities including Science Olympiad, Science Bowl, Math Counts, and Spell Off. Our students expand their minds in an extensive set of electives that includes engineering and design, robotics, coding, and performing arts and necessitates individualized attention for all students.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Computech staff know it is through frequent and meaningful assessment feedback that individual student achievement can be monitored and improvements can be made. Ongoing formative assessments allow our Accountable Communities (ACs) to analyze data, reflect upon the effectiveness of current instructional practices, and plan and implement corrective actions.

State, district, and site-based assessment results are used throughout the school year as valuable tools to address student needs. Guided by a FUSD approach called "Cycle of Continuous Improvement," staff meets before the new year begins and throughout the year in ACs to use CAASPP (California Assessment of Student Performances and Progress) data. Teachers share their ideas and strategies, determine alignment of curriculum and create instructional plans that include measurable standards-based achievement goals designed to address areas of improvement. These goals are reviewed and refined throughout the year as teachers compare CAASPP results with results on district interim- and AC-created assessments. Core teachers are further able to analyze individual writing assessments using site and regionally developed writing samples administered in the seventh and eighth grades. Websites like Quia and Khan Academy provide further assessment data which helps pinpoint areas of need for students' individual needs.

Results from these assessments are available in FUSD's Achievement Technology Learning Assessment System (ATLAS), a student information program that allows administrators, teachers, and families to access data, diagnose individual strengths and weaknesses, make decisions involving curricular strategies and practices, and view student information. The result is a school-wide system that tailors a high standard of achievement to every student.

School community members use a variety of means to communicate progress, including mailers, individual student grades, progress and assessment reports, personal conferences, phone calls, the school website, e-mail, and the tools available from ATLAS. ATLAS promotes consistency in the way data is analyzed and communicated and provides a common platform for staff, students, and parents to view that data. Translation of assessment results into a student's native language is important at Computech, where our parents speak 15 different languages.

School-wide data is also reported to our community throughout the year via our local news outlets, school and district mailers, our school website, and through third-party websites highlighting school success (Greatschools.org).

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

School climate and culture set the tone for teaching and learning. Each year, thousands of students from over 67 elementary schools take student-led tours and consider application to our program. Students ride buses, some for over an hour each direction, to attend Computech. A positive school climate is necessary to attract students. For the 2016-2017 school year, 1,300 students applied for 425 spots compared to 900 applicants last year, indicating our efforts are succeeding.

Computech students engage in a varied, challenging curriculum matched to their developmental needs. Student survey outcomes are used to develop new courses and curriculum. Providing engaging, challenging, and relevant curriculum helps motivate students to learn. At the end of the first semester of 2015, almost 50% (377) of our students were above a 3.5 GPA. There are numerous reward systems in place to recognize the efforts of our students, both academically and behaviorally, including attending an entertainment park event.

Each year, students, parents, and staff complete a school climate survey. After analyzing the results, school-wide goals and action plans are established. For example, in response to the number of students feeling connected to an adult on campus, we reorganized our Class Meetings and Advisory to reach more students, more frequently, and with more integration into the content curriculum.

Safety on school campuses is a nationwide concern. An identifiable standard of dress, video cameras, security officers, and monthly drills help make our campus safe. In an effort to improve the police department's image among youth, the Fresno Police Department has assigned officers to work in schools as school resource officers (SROs). The SRO's exclusive assignment is to promote effective community relations between students and the police.

In choosing to attend a magnet school, many students leave friends behind. On the first day of Computech, 7th graders participate in Where Everyone Belongs (WEB) activities to facilitate new student integration. Lunchtime games and activities, as well as clubs, sports, and academic teams, provide opportunities for new relationships. Currently, over 90% of our students participate in an extracurricular activity.

Computech has low absenteeism (3%), low incidents of violence (<1%), low requests for transfers (<1%), and low teacher turnover, all indicators of a positive school climate and culture. Our practice of collaborative decision-making utilizes the knowledge, experience, and wisdom of all stakeholders and builds relationships. Students and teachers choose Computech because they feel safe, valued, appreciated, and empowered.

2. Engaging Families and Community:

Computech's unique identity as a STEM magnet makes for a large community of over 67 feeder elementary schools from across Fresno. Communication with families and community must encompass as many stakeholders and families as possible.

Computech is part of the Edison Region, which includes six elementary schools, two middle schools, and one high school. Our regional work includes school leadership developing goals in relationship building and increased literacy, and working toward increased graduation rates across the region. Recently, both middle schools and the high school assessed students' argumentative writing skills by administering a common writing prompt, including stimulus texts and a rubric. This allowed for conversations regarding the collaboration and calibration process necessary for effective writing instruction.

Computech accomplishes transparency, commitment, and cooperation with our families through a variety of communication tools: Remind for mass text messages, email and newsletters for information, Sunday principal phone messages through School Messenger (which reaches an average of 97% of family

telephone numbers), flyers sent home with students, frequent website updates, Parent Teacher Student Organization (PTSO), School Site Council, conferences, and parent information nights. ATLAS allows student grades, assessment data, and behavior logs to be accessible online for parents.

In preparation for the coming school year, Computech is also beginning our "Buy Computech" initiative that echoes "buy local" initiatives. We are collecting contact information from our families to develop a one-stop shop on our website of our families and their affiliated private businesses. We are launching a STEM/CTE lab to increase service to our community. One class, Entrepreneurial Technology, is designed to teach students the process of engaging a client, experiencing the process of development, and providing the developed product or design to the client while providing foundational skills that align to high school pathways. As an example, we have over twenty 3-D printers that will be used for creation and development of custom cookie cutters that will first be used in our after-school cooking club to make dog biscuits embossed with the phrase "Computech Cares." These will be donated to the local SPCA to give to new pet parents with the adoption of a pet. This will further the "Buy Computech" initiative to include our own services to the community, aside from our already established Pennies for Patients, Kid's Day, Jeans Drive, Book Drive, Kiwanis-sponsored Builders Club, and other projects that give back to the community.

3. Professional Development:

Computech's professional development is based on responsiveness through committee work, literacy- and technology-focused learning, and teacher-directed flex professional development (PD). FUSD is a professional learning community district; teachers are organized into accountable communities (ACs) and meet weekly to review and discuss student data and determine best practices.

School committees are responsive to the needs of the campus and its stakeholders and commit to focused learning in technology, magnetism, campus culture, and intervention. Each committee teacher lead, with an administrator facilitator, is responsible for agenda creation and determining necessary professional learning for committee members. For example, the magnet committee visits other STEM magnet schools and determines new matriculation procedures; the technology committee uses Skype to communicate with other BYOD schools for collaboration and development.

The literacy and technology focus speaks to the immediate needs of students. For example, after administering the CAASPP field test, administration surveyed students with regard to how students felt they performed, what classes and class work provided them tools for success, and which aspects of the test were most challenging. Results indicated that a vast majority of students struggled with the amount and density of directions. Professional learning was to create skill-based solutions for reading directions and designing and implementing a school-wide annotation process for all students. Additionally, document-based questions (DBQs) used in the CORE classrooms were called out by the survey as prime examples of the kind of skills necessary for success on the assessment. Further whole staff professional learning was to find ways to access more instruction and experience with the skills practiced in the DBQs.

Flex PD is Computech's response to the need for professional development, as well as achieving individual learning goals. Rigorous and extensive electives led by individual teachers make it impractical to solely use group learning for staff development. Flex PD allows singletons to choose materials and areas around goals to learn, reflect upon, and implement strategies and best practices. For instance, our robotics teacher uses his Flex PD time to watch webinars or make conference calls with other robotics teachers to discuss new software. Through Flex PD, time is self-directed, meets the needs of individual teachers and is recorded in a reflection that helps communicate next steps to the administration regarding cooperative implementation and feedback. This mimics the process used for the myriad of state and national conferences, workshops, and classes staff members attend to expand content knowledge and pedagogy.

4. School Leadership:

Computech has a unique style of leadership that can best be described as a consensus-based management. Facilitated by a principal whose personal philosophy lies in the belief that a true leader is one who builds the capacity of others (Vanderbilt Leadership Assessment score and rank, 82nd percentile nationwide), the

typical positions of a hierarchy are present, but have been reworked to match the campus's strong tradition and democratic ideals. Important school-wide decisions are brought to the staff with the understanding that these decisions must be discussed, opinions must be honored, and what is best for Computech students must prevail.

The principal and vice principal are liaisons for district meetings and representatives of the school in official affairs, speaking on behalf of the school community and communicating and mediating information. The guidance learning advisor (GLA) and academic counselor work as social/emotional and academic intervention specialists and as liaisons between the staff. Lead teachers are staff member facilitators for AC meetings, determined by department or subject or both. The lead teachers are part of the Instructional Lead Teacher (ILT) group, which meets with administration once per month. Alongside committee leads, lead teachers and administrators are organized to facilitate all aspects of Computech toward increased student learning. For instance, when the ILT met to discuss recent district formative assessments, the determination was that the data became relevant when the math lead teachers identified several problems that students struggled with due to technological problems and not math skills. The assessment data was reconfigured by the administration to provide a clear picture of successes and areas for growth. All lead teachers relayed messages to their ACs with regard to technology that might hinder success in the future. The technology and intervention committee leads were notified that these would be focused areas of professional development.

With regard to budgetary matters, monies are brought to the staff by the principal with certain amounts earmarked based on previous school and district needs. The rest of the budget is apportioned by the staff in a variety of arenas, including whole staff meetings. Decisions revolve around the staff reaching a consensus, facilitated by a largely impartial administrator, who will use students' data or past precedence to help navigate the consensus-reaching process. The belief that teachers are at the forefront of instruction and student understanding allows for trust of staff to make data-driven decisions ensuring the diverse experiences and successes of all students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Incorporating the practice of consensus-based management is the most influential component in Computech's success. Computech was established as a STEM magnet school, and although elements have changed within the program, the "Computech Identity" has been maintained. As a campus, the staff, after all potential options are discussed, agrees upon decisions impacting the school community. All opinions are welcome, and this process promotes an environment where the best ideas are brought to fruition. Consensus-based management means that all faculty actively engage in key decisions.

To facilitate consensus-based management, the campus is interconnected through ACs, committees, lead teachers, ILT, and digital platforms like Google Classroom, allowing for the greatest amount of collaboration on school happenings, events, and decisions. Elements that make the program unique are systematically discussed through a variety of means, including but not limited to simple votes, committee proposals, and whole staff proposals. Many times, the relationship garnered between colleagues, peers, and administration and staff allows some proposals to be filtered, vetted, and made more precise through one-on-one, department, AC, or club-oriented meetings before flowing out to the whole staff. This involvement creates ownership, accountability, and buy-in across the campus and within the program.

Students have benefited from Computech's democratic process because of the flexibility and consistency it has allowed the staff. Despite changes in the administration, Computech has not experienced extreme shifts typical at other school sites because administration is part of the process though not solely responsible for providing essential input before any changes are implemented. This means that instead of experiencing extreme changes which might attempt to reinvent the campus identity, the changes at Computech take place more gradually and in a more organic manner. Faculty members recommend program changes and implement those changes only after the whole staff has come to the consensus that the change has enough merit and positive impact to move forward. The advantage to this type of system is protection from sudden changes while encouraging built-in flexibility to make any change that the program needs to develop student growth and to increase student experience and achievement.

In a time when the nation debates universal curriculums, centralized systems of education, or even state versus national ownership of educational standards, Computech's identity, highlighted by our respect for professionalism and passion for learning, has weathered policies and fads over the years while accumulating and implementing best practices that foster excellence along the way. The Computech family believes this practice will help it continue to excel far into the future, well after our current students have become successes in college, career, and life.