Fowler High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Fowler High School
Street	701 E. Main Street
City, State, Zip	Fowler, CA 93625
Phone Number	(559) 834-6160
Principal	Rick Romero
E-mail Address	rromero@fowlerusd.org
Web Site	https://sites.google.com/a/fowler.k12.ca.us/fhs/
CDS Code	10-62158-1032150

District Contact Information	
District Name	Fowler Unified School District
Phone Number	(559) 834-6080
Superintendent	Eric Cederquist
E-mail Address	ecederquist@fowlerusd.org
Web Site	www.fowlerusd.org

School Description and Mission Statement (School Year 2017-18)

Principal's Message

Through mind, body and spirit, every student will receive a world class education. Our mission is simple; Every student will strive to become a curious, confident, caring person as they go through their years here at Fowler High School. We envision our school as a place where all members respect one another and interact as a solid family with strong morals and a strong work ethic. The community, parents, and school also work together through partnerships and the commitment to educating our students, so they will become productive members of society. The school is a place for learning and growing, where curiosity leads us down new paths. We can never become complacent because everything around us continues to change and grow. We also must also embrace the mindset of service and giving back to our communities of Fowler and Malaga. In classrooms you will see constant direct-interactive engaged instruction with teaching strategies showcased by Kagan Cooperative Learning, T4 Learning, and Academic Discourse. In each PLC meeting, teachers discuss vital aspects for student success such as; data analysis, effective teaching strategies, lesson design, and proper Checking for Understanding (CFU) techniques. After summative and formative assessments, teachers and administrators analyze results and address critical questions, forming an action plan for re-teaching and goals. In the classroom, our teachers are working extremely hard each and every day to ensure student success.

Our qualified, dynamic staff is committed to the education of our students both in and out of the classroom. Fowler High School has continued to provide a variety of training sessions for teachers, including methodologies in Common Core Standards, ELD strategies, Project Based Learning, and improving student engagement through Kagan Cooperative Learning (district wide as well). The use of technology is part of everyday instruction, as SMART boards and document cameras are in all academic classrooms and all are equipped with a projector as well. We have transitioned to a one to one mobile device plan, where every student has a Chrome book to use for lessons, writing, and research - mostly via our teachers' use of Google Classroom and the Google Drive platforms. We have an Advancement Via Individual Determination (AVID) class in each grade level (9-12), which is part of a four-year elective college preparatory program designed to motivate first generation college bound students. Our Regional Occupational Program (ROP), a state-funded program that trains students in entry-level job skills, provides job-related counseling, and assists in upgrading skills-continues to lead the valley in offering vocational and technical training. Over 30 percent of our students are involved in these programs. In addition, students are given the opportunity to earn college credit through both a wide range of Advanced Placement (AP) classes and the College Course offerings in partnership with State Center Community College at Reedley. The commitment to the new on-site college course offerings has been made through 2018. We continue to offer a wide array of arts classes as electives including, theater, 2 and 3 dimensional art, choir, music appreciation, and band.

Fowler High School is committed to providing assistance to struggling students, and offers subject-specific tutorial programs in all core subjects. Our Response to Intervention (RTI) model addresses each stage of academic intervention and is coupled with an academic incentive package to reward student achievement. We have an "Academic Intervention" for all 9th grade students who are below a 2.0 grade point average and who have had a history of performing below proficient on standardized tests. The Redcat Men's Alliance and Redcat Women's League have fostered leadership and academic skills, include embedded counseling, along with additional community outreach projects for 35 students we have identified as "poised for success". In addition, these programs have shown attendance, discipline, and community service data that is staggering with positive results.

School safety and character education continue to be foremost in our school policy. The Twenty-First Century After School grant was awarded in 2014 thru 2019. This after school program has allowed us to provide tutoring and extra-curricular opportunities for many students, such as Leadership, a Cooking Club, Art Club, Yoga, gaming, hiking, maker space, etc. Advanced Placement (AP) classes added lab and study hall sessions, enrichment courses were offered, and the library hours were extended until 6:00pm every day. Attendance in our After School Program is outstanding (among the highest in Fresno County), as students enjoy the wide variety of activities and support. In addition, college-age tutors were added to assist in all core areas. In the spring of 2012, Fowler High School was awarded a six year accreditation by the Western Association of Schools and Colleges (WASC). The selection committee was extremely pleased with the schools overall program and had high praise for the staff and administration. In January 2015, the committee came to Fowler High School for the Mid-Term visitation and the written report was submitted and approved. This year, 2017, Fowler High will undergo WASC accreditation.

Rick Romero
Principal

Mission Statement: In order to support our District Vision and Guiding Principles, the staff at Fowler High School accepts as its mission to provide our students with the following:
1. A positive learning environment in a facility that is safe, clean, well-maintained, and equipped with up-to-date technology.
2. An academically challenging curriculum, integrated with modern technology what is designed to prepare each student to make meaningful and appropriate career choices upon graduation.
3. A positive and caring school that promotes intellectual curiosity, encourages creativity, and provides a balance between teamwork and independence.
4. A strong sense of community awareness and responsibility, and the opportunity to participate in an active relationship between the school, family, and the community in the development of good citizens.

Updated Expected Schoolwide Learning Results (ESLR's)

Effective Communicators - Students will be able to employ effective speaking, reading, writing and listening skills for a range of purposes and audiences.

Academic Achievers - Students demonstrate college and career readiness by attaining proficiency as measured by California Assessment of Student Performance and Progress (CAASPP).

Technology Users - Students will use technology to engage in research and inquiry to investigate topics, and to analyze, organize, integrate, and present information.

Responsible Citizens - Contribute to community, respect the rights and safety of others, adhere to campus rules and policies, and demonstrate positive personal character and responsibility.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	187
Grade 10	206
Grade 11	183
Grade 12	177
Ungraded Secondary	5
Total Enrollment	758

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	9.4
Filipino	0
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0
White	9.6
Two or More Races	0
Socioeconomically Disadvantaged	73.5
English Learners	14.1
Students with Disabilities	7.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	40	41	43	127
Without Full Credential	2	1	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/24/2015

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards call for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2015–2016 school year and whether those textbooks covered the California State Standards.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. In late Spring 2013, Fowler High School purchased a math series from Carnegie Learning for entry level Math 1 curriculum. Currently, Carnegie Learning is being used as our adoption for our "Integrated Math" in both the Math 1, 2, and 3 approach to the Common Core.

Common Core Standards and any content standards for each subject at each grade level can be found on the Web site of the California Department of Education (CDE).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Interactive Reader Workbooks (Adopted in 2003) Language of Literature 9-12 (Adopted in 2003)	Yes	0%
Mathematics	Math 1 - Carnegie Learning (2013) Math 2 - Carnegie Learning (2013) Piloting of CPM Math 2 in 2017-2018 Math 3 - Carnegie Learning (2013) AP Calculus - Calculus, Graphical, Numerical, Algebraic - Pearson (Adopted in 2003) Pre-Calc w/Limits--HM (Adopted in 2005) AP Stats-The Practice of Stats- WH Freeman (2008)	Yes	0%
Science	Glencoe-Physics for Everyday Phen. (Adopted in 2005) McDougal- Chemistry 7th Ed. (Adopted in 2006) McDougall-Earth Science (Adopted in 2006) McDougal--World of Chemistry (Adopted in 2004) Freeman and Company-Community (ChemCom), (Adopted 2006) Prentice-Hall- Biology 2006 (Adopted in 2006) Prentice-Hall- Biology 7th Ed. (Adopted in 2006) Prentice-Hall-Physics 6th Ed. (Adopted in 2006)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Econ. Prentice Hall-California Principles in Action (Adopted in 2007) Glencoe-The American Vision (Adopted in 2006) Glencoe-Traditions & Encounters (Adopted in 2006) Glencoe-Understanding Psychology (Adopted in 2004) Glencoe-US Govt. Democracy in Action (Adopted in 2006) Glencoe-Modern Times (Adopted in 2006) AP US History – By The People: A History of the United States 2015 AP World History - World Civilization: Global Experience AP Edition 2015	Yes	0%
Foreign Language	Publisher: Vista Higher Learning Span 1-3 Senderos textbooks Natives 1-2 Imagina textbook Span 4AP Temas and AP Prep Textbook All course have access to V-Text and super site.	Yes	0%
Health			
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on need, Fowler Unified is always mindful of expansion based on growth. Two new modular classrooms were installed in the summer of 2015, and an additional two modular classrooms were installed in the summer of 2017 to meet the needs of students and staff of Fowler High School.

Further modernization/ upkeep has taken place regarding updated state of the art LED scoreboards for softball, baseball, and soccer, and now in our gymnasium. We also upgraded the surface of our girls softball, baseball, and football fields for eco-friendly drainage and aeration. Modernization of our pool is taking place this school year, 2017, and will be completed in the spring of 2018. Our track has been resurfaced and new lighting has been added around the track.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: the structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page survey form used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			General cleaning issues with some rooms
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Minor issues with concrete lifting up in a few areas

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: August 2017

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Overall Rating		X		

Year and month of the most recent FIT report: August 2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	73	68	45	42	48	48
Mathematics (grades 3-8 and 11)	20	17	28	29	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	180	100	67.78
Male	94	94	100	63.83
Female	86	86	100	72.09
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	86.67
Hispanic or Latino	148	148	100	64.19
White	16	16	100	87.5
Socioeconomically Disadvantaged	137	137	100	60.58
English Learners	34	34	100	26.47
Students with Disabilities	15	15	100	13.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	180	100	16.67
Male	94	94	100	17.02
Female	86	86	100	16.28
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	33.33
Hispanic or Latino	148	148	100	11.49
White	16	16	100	50
Socioeconomically Disadvantaged	137	137	100	13.87
English Learners	34	34	100	0
Students with Disabilities	15	15	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	32	32	44	42	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Our career and technical education programs are organized in sequences of courses to enhance students' learning experiences and prepare them for employment. We offer courses in Agriculture, Applied Design, Sports Medicine, Performing Arts, Athletic Training, Medical Careers, EMT, Marketing and Criminology through our Regional Occupational Program. (ROP). The district promotes, supports, and provides services that ensure all students have access to full and equitable participation in all Career and Technical Education (CTE) programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment, transitional services, and modifications for any reasonable accommodations for curriculum, equipment, and facilities.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses are open to all students. The table above shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled over 468 students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	480
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	43.93

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.3	30.3	47.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is paramount to students' success and our staff looks forward to this partnership over the next few years. Together, we can build and instill the desire and knowledge that is key for success in college, vocational school, the armed forces, and the work force. Studies show that parents who require daily goal-setting with their children see overall success in high school. Each night, talk to your child regarding what his/her goal is for the following day. Please consider the Service Learning opportunities and projects he or she can do for the communities of Fowler and Malaga.

At Fowler High School, we have had two major additions to increase parent involvement. In partnership with the Fresno County Office of Education's Parent Services Center, computer literacy classes are offered for all parents. In addition, parents are able to enroll in classes such as, Introduction to the Common Core, Motivating Students for Academic Success, and Parent Engagement through the FCOE series. Secondly, our English Language Development teacher, Jennifer Lopez teaches a parent ELD class for non-native English speaking parents on Tuesdays and Thursdays each week.

Parents are actively involved in the school through booster clubs for athletics, performing arts, and the agriculture program; the School Site Council (SSC); the English Language Advisory Committee (ELAC); Character Education Committee, ROP Advisory, and our Safe Schools Committee. Parents are also involved in the Sober Grad Committee. They assist with concessions, job shadowing, event judging, and fund-raising. We encourage parents to be part of their child's education and they are welcome to meet with staff members to improve the learning experiences of their students. We encourage parents to contact the office to offer their assistance in one of these areas. Parents are informed daily with Twitter posts in campus life, sports, classroom learning, and a newly renovated web-site, which posts daily events, calendars, pictures, and a featured link to grades and attendance.

Every year, Fowler High School has mailed a parent invitation to attend our annual AP/Honors Parent Night during the month of April. This meeting is designed to educate parents and students regarding the importance of enrolling in AP/Honors classes and the expectations to be successful. Parents/students have received information regarding criteria enrollment, curriculum, grading, summer assignments, testing, and how these classes impact their post-secondary education. In addition, every year we have our Back to School Night, where parents receive detailed information regarding the AP/Honors classes. During the academic year, all of our teachers are required to call parents if any student is failing or struggling in the class. If a student continues to struggle in the classroom, the counselor will call the parents and discuss an intervention plan to help the student succeed. Parents are also informed via our website, Twitter feeds, and letters regarding Senior parent night, Freshmen parent night, and other various school wide events.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.7	0.6	1.7	3.8	3.8	2.2	11.5	10.7	9.7
Graduation Rate	98.64	98.24	97.74	95.57	94.54	97.28	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	**District**	**State**
All Students	98.86	98.9	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	99.28	99.31	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	95.45	95.65	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	47.06	47.37	55.44
Students with Disabilities	90.91	92.31	63.9
Foster Youth	0	0	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	2.9	3.7	3.5	1.6	2.1	1.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our staff members monitor school grounds before and after school. Morning break, passing periods, and lunch are the highest priorities for campus safety. A school safety committee meets every semester. We discuss emergency procedures and review them with staff at the beginning of each school year (Professional Development days in August) and periodically throughout the year. There are two fire drills and two lock-down drills each year. For the last four years, we have also implemented an earthquake drill (Mid October) in partnership with the "Great California Shakeout." We annually review our school crisis plan.

Fowler High School is also in the process of putting together "Emergency 1st Responder Kits" for various locations on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	7	19	5	23	15	19	1	22	15	20	
Mathematics	23	17	10	3	24	11	20		23	14	15	3
Science	24	9	10	9	24	8	20	2	22	10	19	2
Social Science	26	6	6	9	23	8	15		22	7	17	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	385
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	.06	N/A
Resource Specialist	1.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10256	2390	7866	66950
District	N/A	N/A	7317	66881
Percent Difference: School Site and District	N/A	N/A	7.5	0.1
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	19.7	-3.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

We have two academic counselors on staff to help students. A psychologist and school nurse are on site one day a week or as often as students need help. We also provide part-time assistance by a speech therapist, a deaf and hard-of-hearing specialist, and a physical occupational therapist. We have two music teachers we share with three other schools in the district along with a part-time choir teacher whom also works at our middle school. We have one Applied Design (Art) teacher and two agriculture teachers who run our agriculture program. We have AVID program for students who traditionally are not college-bound. We offer ten classes through the Fresno Regional Occupational Program (ROP). These vocational programs are taught by teachers on site, in addition to three part-time instructors in criminology and medical careers and emergency medical technician.

We implemented an after school program in 2008-09 which gave many students opportunities for enrichment in programs like dance, cooking, photography, exercise training, and yoga. We also added a number of college-age after-school tutors to the tutorial program, extended the library hours, and provide greater access to computers.

Gifted and Talented Education (GATE) students who qualify can choose a single topic to focus on during the year in addition to their required coursework. Students can take honors with advanced coursework, and/or Advanced Placement courses. Often times there are field trips and academic competitions, such as the Science Olympiad and Academic Decathlon. Students are afforded challenging extracurricular opportunities that support and encourage their talents.

Special Education Program: Fowler High School provides two Resource Specialists and one Special Day Class teacher and one Adult Transition Program teacher, along with three part-time instructional assistants. The majority of our students enrolled in our Special Education program meet daily with a special education teacher who provides academic assistance based on the student's Individualized Education Program (IEP). The special education staff works closely with classroom teachers to offer strategies and assistance to help students perform successfully in their regular classrooms. We also have a team of teachers and counselors who meet with the families of our special education students to offer them guidance in helping their children succeed at our school.

English Learner Program: We have a part-time bilingual instructional assistant, who speaks Spanish and works with English learners. We have continued our 2 blocked scheduled courses for the 2017-18 school year. One targets our long term English Language Learners (LTEL's) and the other is for our newcomers. Our focus is proper instruction in the English Language Development coupled with sound reading and verbal skills. English learners spend two periods of their day specifically with ELD instruction and then with teachers who hold Cross-cultural Language and Academic Development (CLAD) credentials for other Core classes such as Biology, World History, and Math. The majority of our teachers have credentials certifying them to teach English learners.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$44,144
Mid-Range Teacher Salary		$69,119
Highest Teacher Salary		$86,005
Average Principal Salary (Elementary)		$106,785
Average Principal Salary (Middle)		$111,569
Average Principal Salary (High)		$121,395
Superintendent Salary		$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	3%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All courses	8	20.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

School Site Instructional Focus and Practice

Fowler High School has had a consistent instructional focus since the last WASC visitation completely committed and centered on student learning. Instructional practices and decisions are based upon data and "real-time" checking for understanding within each classroom lesson. Within the past few years, the transition to the New State Standards and the Smarter Balanced Assessment Consortium (SBAC) has been the basis for our adaptation into lesson design focused on complex deeper level problem solving skills. In fact, Fowler High School hired an Academic Coach, with primary focus on working side-by-side assisting all teachers in integrating State Standards and moving from content based instruction to knowledge and skill based learning in regards to instructional expectations. Currently, the practice is modeling various lesson components, designing lessons, developing units centered on specific standards and enduring understanding, and refining student engagement strategies. We are devoted to developing strong Professional Learning Communities, focusing on what students produce, therefore allowing teachers to reflect upon refining their lesson designs. However, the foundation of instructional expectations remains the same in ensuring student engagement through direct active-engaged instruction, and sustaining a culture of high expectations. Student learning has and will continue to be addressed through:
• Culture of high expectations
• Relevance of Instruction
• Strong Relationships
• System Wide Focus on Literacy and ELD standards
• Sustained Staff Development

Instructional Shifts for Student Engagement

Starting over the summer of 2013, a small group of teachers attended the 5-day Kagan Cooperative learning professional development. These strategies were tried and found to be effective during the 2013-14 school year to increase student engagement and time on-task. Over the summer of 2014 a larger group of teachers partook in the same training followed by the district bringing in a Kagan Trainer for two days at the start of the 2014-15 school year. Google Classroom, under the direction of Academic Coach, Mr. John Agler, has been our medium in order to share formats and videos for weekly Kagan strategies as well as utilize Google Classroom. All teachers have joined the Google site and a "weekly strategy" is shared, while instructors district-wide have also joined the site. Classroom teachers and site administrators are able to blog, post videos, and share out their experiences in real time, which has built outstanding capacity for collaboration at all grade levels. Fowler High School's video production class with advisor Mrs. Anna Kirchman, films a weekly bulletin and a Kagan engagement strategy is demonstrated and featured in the weekly bulletin. The bulletins are shown each Monday and teachers are able to see how various strategies are used. .

Fowler High school continues to expand the framework for student engagement with Project Based Learning.

As the on-going transition to the new state standards and the new state test, CAASPP, California Assessment of Student Performance and Progress takes place, Fowler High School has been working with the Tulare Office of Education (TCOE) for training and implementation on the instructional shifts that need to take place. Each of the four core departments have worked with TCOE on awareness of instructional methodologies, high quality questioning, and problem solving for the State Standards. For example, the English department has attended three days of training at TCOE followed by three more days of planning with a facilitator on-site. This model has been mirrored in the other core departments. Departments also work with T4 Learning in the area of lesson design and delivery. In addition our science and social science departments collaborate and plan with our academic coach on a regular basis. Along with the instructional delivery efforts pertaining to the Common Core State Standards, there has also been a clear and concise transition to benchmark exam administration in core classes. These exams are modeled off of the SBAC featuring both traditional and non-traditional responses. Within our benchmarks, teachers are able to modify responses from Depths of Knowledge low level questions to responses requiring more in-depth higher level thinking skills, multiple correct selections, and written responses. The data thus presented to the teachers, not only shows answers, but highlights the DOK level. This allows teachers to not only evaluate content knowledge, but to measure thinking skills and apply appropriate re-teaching extensions to the content. Action plans for data analysis have been modified to reflect and mirror the CAASPP performance bands in order to assist teachers in seeing trends and comparable scores among each class. All teachers have given or currently learning how to administer these benchmarks using mobile devices and our data collection software, Illuminate.

For 2017-2018 we will be using 26 Advancing Academic Achievement (AAA) Wednesdays throughout the school year for improving instructional strategies, discussing pacing plans, and reviewing State Standards. A number of these AAA sessions will be used as all-staff meetings that include focused training on Direct-Interactive Engaged Instruction, lesson delivery strategies, and improving academic discourse and instruction (specifically for English Language Learners). Our day to day instructional data (both summative and formative) will drive all of our efforts, especially looking at the achievement gaps within our Hispanic and Socio-Economically Disadvantaged students. In addition, a concentrated effort was put in place for Professional Learning Communities (PLC) concepts and collaboration. We also provide teachers with opportunities to attend workshops or conferences.

Each month, teachers meet in department-level groups to review student work, plan instruction, and discuss teaching strategies. Fowler High School holds consistent faculty meetings, in addition to the Triple AAA staff development, to hold mini instructional rounds concentrating on student engagement strategies. Administration has increased the frequency of classroom walk-throughs (informal observations) for better feedback to all teachers. Feedback provided allows for discussions regarding learning objectives, practices put in place for student engagement and checking for understanding (CFU). As teachers work to implement new strategies, our goal is to expose them to new opportunities for professional development. Many of these training opportunities revolve around, technology, student engagement, language development for English Language Learners, and the adopted Common Core State Standards.