

# Fowler High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Email Address	rick.romero@fowler.k12.ca.us
Website	<a href="https://www.fowlerusd.org/Domain/12">https://www.fowlerusd.org/Domain/12</a>
County-District-School (CDS) Code	10-62158-1032150

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Fowler High School
Phone Number	(559) 834-6080
Superintendent	Dr. Paul Marietti
Email Address	paul.marietti.@fowler.k12.ca.us
Website	<a href="https://www.fowlerusd.org">https://www.fowlerusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### 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 state 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 interactive large screen TV's, and document cameras are in all academic classrooms and all are equipped with a projector or television monitors as well. We are a one to one mobile device school, 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 22 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. 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 Multi-Tiered System of Supports (MTSS) 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. We have math support courses as well as designated ELD courses.

School safety and character education continue to be foremost in our school policy. The Twenty-First Century After School grant was awarded in 2018 thru 2023. 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. Fowler High was recognized at the Top After School Program for High Schools in 2019. In the spring of 2018, 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 programs and had high praise for the staff and administration. They were especially pleased with our college going cultural and sense of family and unity.

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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	220
Grade 10	209
Grade 11	202
Grade 12	160
<b>Total Enrollment</b>	<b>791</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	9.4
Hispanic or Latino	80.3
White	8.8
Two or More Races	0.6
Socioeconomically Disadvantaged	75.2
English Learners	8.8
Students with Disabilities	9.4
Foster Youth	0.3
Homeless	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	42	43	40	126
Without Full Credential		2	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

It is policy in Fowler Unified to provide textbooks and instructional materials that are aligned to the California State Standards in all content areas. District adoptions of new curriculum and materials follow the criteria set forth by the California Department of Education. All Fowler Unified students are provided textbooks and supporting materials in each content area. Teachers, academic coaches, and site administrators participate in training on the instructional methodology and implementation of new curriculum. Additional training's support instruction over the course of the adoptions.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson My Perspective (adopted 2018) grades 9-11 ERWC grade 12	Yes	0%
Mathematics	Math 1 - CPM Math 1 (adopted 2018) Math 2 - CPM Math 2 (adopted 2018) Math 3 - CPM Math 3 (adopted 2018) 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 (adopted 2008)	Yes	0%
Science	HOUGHTON MIFFLIN HARCOURT HMH SCI DIMENS CHEMISTRY IN THE EARTH SYS CA (adopted 2020) HMH SCI DIMENS PHYSICS IN UNIVERS CA (adopted 2020) HMH SCI DIMENSIONS LIVING EARTH CA (adopted 2020)	Yes	0%
History-Social Science	Big History (Gates Foundation) for honors and regular world history (adopted 2017) Pearson US History (adopted 2018) AP US History – By The People: A History of the United States (adopted 2015) AP World History - World Civilization: Global Experience AP Edition (adopted 2015)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%

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

## School Facility Conditions and Planned Improvements

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. Finally in the summer of 2019 another modular classroom was installed. As of the spring of 2020, construction began on the Agriculture facility.

Further modernization/ upkeep has taken place regarding updated state of the art LED scoreboards for softball, baseball, and soccer, and 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 took place during the 2017-18 school year. 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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	HVAC not functioning correctly in boys' locker room office. HVAC not cooling/heating sufficiently in 4 rooms in 400's. Swamp cooler not cooling sufficiently in weight room. Gym coolers don't function at an optimum level.
<b>Interior: Interior Surfaces</b>	Good	No apparent problems.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	No apparent problems.
<b>Electrical: Electrical</b>	Good	No apparent problems.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	No apparent problems.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	No apparent problems.
<b>Structural: Structural Damage, Roofs</b>	Fair	Concrete lifting by student store, and in front of school. Rain gutter damaged and leaking by Room 407. Several roofs are under repair for leaking issues.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	No apparent problems.
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	55	N/A	50	N/A	50	N/A
<b>Mathematics (grades 3-8 and 11)</b>	20	N/A	37	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

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, and Journalism and Publication 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. We enrolled over 600 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	445
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	29.4

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.62
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	65.48

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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 Superintendent of Schools' Parent Services Center, computer literacy classes are offered for all parents. In addition, parents are able to enroll in classes such as, Motivating Students for Academic Success, and Parent Engagement through the FCSS 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. 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, Parent Square, and Instagram 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.

For more information about becoming involved at the school, please contact the office manager, Irma Carbajal at (559) 834-6160.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0.6	0.5	0.5	0.5	1.4	9.1	9.6	9
Graduation Rate	99.5	98.3	98.5	97.9	97.9	97.1	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	1.6	1.4	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.8	0.5	2.6
Expulsions	0.0	0.0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 five years, we have also implemented an earthquake drill (mid-October) in partnership with the "Great California Shakeout." We annually review our school crisis plan, and most recently discussed the safety plan and took input from our site council and other stakeholders in December 2020.

Fowler High School recently enclosed the entire campus to maximize student safety throughout the day. All gates remain locked throughout the school day. We also developed a plan to include lock down drill during non instructional times such as break and lunch time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	15	19	1	25	6	26		21	11	27	
Mathematics	24	12	19		25	8	23		20	23	15	
Science	23	9	18	1	26	5	18	3	22	6	24	
Social Science	24	6	16	2	24	3	19	1	24	9	12	3

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	282.5

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11563	2858	8705	67882
District	N/A	N/A	8073	\$72,939
Percent Difference - School Site and District	N/A	N/A	7.5	-7.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	11.6	-10.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

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 have a student support specialist on campus five days a week. This person is usually on our campus in the mornings. We also provide part-time assistance by a speech therapist. We have two music teachers we share with three other schools in the district along with a choir teacher whom also works at our middle school and elementary schools. 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 six classes through the Fresno Regional Occupational Program (ROP). These vocational programs are taught by teachers on site, in addition to a part-time instructor in medical careers

We implemented an after school program in 2008-09 which gave many students opportunities for enrichment in programs like dance, cooking, photography, exercise training hiking, 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 three Resource Specialists and one Special Day Class teacher and one Adult Transition Program teacher, along with five 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 2 part-time bilingual instructional assistants, who speak Spanish and work with English learners. We continue to offer designated ELD for our students for the 2020-21 school year. Our focus is proper instruction in the English Language Development coupled with sound reading and verbal skills. English learners spend one period of their day specifically with designated ELD instruction and then with teachers who hold Cross-cultural Language and Academic Development (CLAD) credentials for other classes for integrated ELD.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,315	\$47,145
<b>Mid-Range Teacher Salary</b>	\$72,629	\$74,952
<b>Highest Teacher Salary</b>	\$93,313	\$96,092
<b>Average Principal Salary (Elementary)</b>	\$115,819	\$116,716
<b>Average Principal Salary (Middle)</b>	\$124,215	\$120,813
<b>Average Principal Salary (High)</b>	\$137,150	\$131,905
<b>Superintendent Salary</b>	\$186,667	\$192,565
<b>Percent of Budget for Teacher Salaries</b>	34.0	31.0
<b>Percent of Budget for Administrative Salaries</b>	4.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

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		N/A
Social Science	1	N/A
All courses	5	11.4

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4-8	4-8	4-8

#### School Site Instructional Focus and Practice

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

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.

Due to COVID-19 we have had to adjust our AAA days to Mondays 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 through the use and training with Achievement Teams. We also provide teachers with opportunities to attend workshops or conferences. A strong emphasis has been placed on technology and Social Emotional Learning.

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. New teachers participating in the Induction program receive additional professional development.