

Alice M. Worsley School, Fresno County Court School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

2022-23 School Contact Information

School Name	Alice M. Worsley School, Fresno County Court School
Street	3333 E. American Ave
City, State, Zip	Fresno, CA 93725
Phone Number	(559) 600-4934
Principal	Joe Hammond
Email Address	jhammond@fcoe.org
School Website	
County-District-School (CDS) Code	10-10108-1030337

2022-23 District Contact Information

District Name	Office of the Fresno County Superintendent of Schools
Phone Number	(559) 265-3000
Superintendent	Dr. Michele Cantwell-Copher
Email Address	mcopher@fcoe.org
District Website Address	www.fcoe.org

2022-23 School Overview

The Court Schools, Alice M. Worsley School and the Dr. Novelle & Associates "DNA" School may serve middle and/or high school students. Students at Alice M. Worsley School reside at the Fresno County Juvenile Justice Campus, primarily a detention facility of the Fresno County Probation Department who provides custodial care for youth involved in the adjudication process through the juvenile courts. Instruction in the Court School program is offered year round, and the length of school enrollment for each student varies as determined by the adjudication process. Students enrolled at our DNA School reside at a short-term residential therapeutic program where they may be enrolled six to nine months. The schools' October 2022 Census

2022-23 School Overview

Day Enrollment included 126 students, with 18 of the students enrolled at DNA. Of the remaining 108 students who were enrolled at Worsley, 36 students received educational services on the campus' designated long-term, or commitment, side of the campus resulting in enrollment that may be up to one year. Conversely, 73 students received educational services in the designated short-term side of the campus, or detention while awaiting court proceedings, resulting in enrollment that may range from a few days to several weeks.

The school's progress indicators include student data from the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), and local diagnostic, benchmark and curriculum-embedded assessments in reading, writing, and math. In addition, credits earned for long-term high school students are monitored for support needed in goal attainment. Indicators are monitored and reviewed throughout the school year at regularly scheduled administrative team meetings, site leadership meetings, and professional learning communities. The Court School's curricular emphasis has a solid foundation of the California State Standards, while maintaining particular attention to the various needs and learning styles represented by all students. School personnel are also focused on successful implementation of research-based practices in accordance with our district goals. The instructional program on the Commitment Campus may offer Career Technical Education/Regional Occupational Program courses that include Environmental Horticulture Science and Welding. Industry-level welding certifications may be earned in the Welding classes. Other industry certifications may be earned online and include OSHA-10 and eFoodhandlers. Additional course opportunities may include after-school and Saturday classes for enrichment and/or intervention, as well as dual enrollment in collaboration with the State Center Community College District. In addition, School-wide Positive Behavioral Interventions & Supports, a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for students are implemented.

Alice M. Worsley School has achieved full accreditation by the Western Association of Schools and Colleges (WASC) for over 25 years. Student Learning Outcomes (SLOs) were revisited and revised in 2021. The school and community members determined the SLOs to remain relevant and essential: 1) Students will demonstrate progress toward proficiency in academics, 21st century skills, and college and career readiness, 2) Students will exhibit pro-social behavior, demonstrate self-discipline, responsibility, and encourage peer improvement, and 3) Students will successfully transition and continue on an educational and/or career path. FCSS' Court and Community Schools completed a full WASC self-study and review in November 2021, and earned a six year accreditation. The school's mission is to assess students' educational needs; provide educational opportunities for all students in developing positive self-esteem, academic skills, practical life skills, and social skills; and assist students in completing their high school education, provide relevant career technical education, and/or in transitioning students to other appropriate educational programs.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	3
Grade 9	16
Grade 10	29
Grade 11	40
Grade 12	27
Total Enrollment	115

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	9.6
Male	90.4
Non-Binary	0
American Indian or Alaska Native	1.7
Asian	2.6
Black or African American	21.7
Filipino	0.0
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.0
White	12.2
English Learners	19.1
Foster Youth	25.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	100.0
Students with Disabilities	30.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.20	27.58	139.70	53.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.80	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.00	3.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.80	52.00	69.60	26.52	12115.80	4.41
Unknown	3.80	20.32	32.30	12.32	18854.30	6.86
Total Teaching Positions	19.00	100.00	262.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.90	39.97	148.00	54.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.60	7.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.30	51.58	69.50	25.78	11953.10	4.28
Unknown	1.60	8.40	25.60	9.49	15831.90	5.67
Total Teaching Positions	19.90	100.00	269.90	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	9.80	10.30
Total Out-of-Field Teachers	9.80	10.30

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.40

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Beginning with District Professional Learning Communities, academic discipline specific committees were assigned to work with FCSS consultants to guide the process of curriculum selection. The committees were comprised of site administration, teachers on special assignment, and content specific classroom teachers. The group reviewed a selection of CA Standards aligned curricula and rated using criteria from the Instructional Materials Evaluation Tool to align with the shifts and major features of the California State Standards.

The committees also reviewed and piloted supplemental curriculum to support core instruction, needs of the students, rigor and relevance, and universal access. Cross curricular themes were identified and implementation is ongoing as shared at site Professional Learning Communities and monitored and supported via classroom visits/walk throughs, evaluations, and teacher and student surveys.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6 – 8 Collections Houghton Mifflin Harcourt Grades 6 – 8 Intervention/Intervention for English Learners (ELD) Escalate English Houghton Mifflin Harcourt 2017 Grades 7-12 Collections Houghton Mifflin Harcourt Grades 7 – 12 Character Based Literacy 2020 Grades 7 - 12 ACE Curriculum 2020 Designated ELD Grades 9 – 12 Escalate English 2017 Houghton Mifflin Harcourt Cyber High Office of the Fresno County Superintendent of Schools	Yes	0%
Mathematics	Big Ideas Math (Grades 6-8), California Edition Big Ideas Learning, LLC 2015 Integrated Mathematics I Houghton Mifflin Harcourt 2015 Cyber High	Yes	0%

	Office of the Fresno County Superintendent of Schools		
Science	<p>McGraw Hill Inspire Science (Grades 6-8) (Pilot) McGraw Hill 2019</p> <p>The Living Earth, NGSS Integrating Biology and Earth Science Biozone 2018</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>	Yes	0%
History-Social Science	<p>My World Interactive World History: Ancient Civilizations (Grade 6) Pearson 2019</p> <p>My World Interactive World History: Medieval and Early Modern Times (Grade 7) Pearson 2019</p> <p>My World Interactive American History: Growth and Conflict (Grade 8) Pearson 2019</p> <p>The Modern World (Grades 9-10) Pearson 2019</p> <p>United States History, The Twentieth Century (Grades 11-12) Pearson 2019</p> <p>Economics Today and Tomorrow Glencoe 2012 (Grade 12)</p> <p>United States Government: Democracy in Action Glencoe 2010</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>	Yes	0%
Foreign Language	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	0%
Health	<p>From School to Work Goodheart-Wilcox 2009</p> <p>Fitness for Life: 6th Edition (Physical Education) Human Kinetics 2014</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>	Yes	0%
Visual and Performing Arts	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Alice M. Worsley Court School is located at the Fresno County Juvenile Justice Campus, a facility owned and operated by the County of Fresno and constructed in July 2006. The campus maintenance and repairs are maintained through contracted services between the County of Fresno and the Fresno County Probation Department, not by the Fresno County Superintendent of Schools (FCSS). However, school site administration communicates maintenance needs and requests with the Probation Department by utilizing a digital maintenance process for requesting repairs. Maintenance responses and repairs are then provided by the Probation Department's contracted provider of Fresno County.

Facility inspections of the school areas are administered annually in the form of a Facility Inspections Tool report (FIT) by the Facilities Department of the Office of the Fresno County Superintendent of Schools (FCSS). FCSS Facilities conducted a FIT inspection in December 2022.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Various rooms included in this report had a stained ceiling tile and some to be replaced. School administration will place a maintenance request in accordance with the County of Fresno's maintenance procedures for identifying and repairing the source of the staining and replacing the ceiling tiles. The section of classroom flooring in need of repair at a different location will go through a similar maintenance request process with the owners of the site.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Several classrooms in this report had at least one of the lights in each classroom reported as "lights out." A maintenance request will be placed by school administration in accordance with the County of Fresno's maintenance procedures for the non-working lightbulbs to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	20	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	4	N/A	12	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	59	89.39	10.61	20.34
Female	--	--	--	--	--
Male	58	52	89.66	10.34	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	14	77.78	22.22	14.29
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	37	35	94.59	5.41	14.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	14	12	85.71	14.29	41.67
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	53	47	88.68	11.32	23.40
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	25	92.59	7.41	20.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	57	86.36	13.64	3.51
Female	--	--	--	--	--
Male	58	50	86.21	13.79	4.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	14	77.78	22.22	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	37	33	89.19	10.81	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	14	12	85.71	14.29	8.33
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	53	45	84.91	15.09	4.44
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	24	88.89	11.11	4.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	0	--	2.56	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	21	60	40	0
Female	--	--	--	--	--
Male	32	18	56.25	43.75	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	13	61.9	38.1	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	17	54.84	45.16	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	7	43.75	56.25	--

2021-22 Career Technical Education Programs

Career Technical Education (CTE)/Regional Occupational Courses (ROP) courses during the 2021 - 2022 school year included Welding and Environmental Horticulture Science. The CTE instructors collaborate with all teachers at weekly professional learning communities and monthly district professional learning communities for supporting students' academic and behavioral goals, including the enhancement of soft skills and goal setting. As of the 2021-22 school year, at least 70 former students/graduates have gainfully obtained employment as a result of earning welding certifications at Alice M. Worsley School, certified by the American Welding Association. Both CTE Industry Sectors maintain an active advisory committee comprised of the instructors the CTE/ROP District Coordinator and a minimum of three industry representatives.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	40
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	18.10
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Alice M. Worsley School provides for opportunities for meaningful interactions to strengthen communication among parents, collaborative site-based agencies, and the school community. The agencies work in concert to effectively foster the school-to-home relationship with a common goal of supporting overall student wellness and academic progress. Examples may include (due to COVID-19 campus safety precautions for the school year, school and community members have met virtually in a limited capacity):

Regularly scheduled evening meetings, up to 12 per school year, with parents, students, school community personnel, and general community members/stakeholders for the joint development of support and services to students.

Review and assistance in understanding the state's academic content standards, state and local assessment results, and discussion of the school's monitoring and reporting processes.

Review of supports for over all student wellness and progress, including student, staff and parent survey data and district-paid parenting workshops.

Schedule of monthly meetings for school and various, essential campus agency personnel who meet to plan for students' success, including but not limited to Transition/Exit Meetings.

Additionally, school personnel contact information is distributed at minimum through weekly mailings to parents of new students of the annually updated Court & Community Schools' Parent Notifications, postings on the school website, through the use of the new ParentSquare online app that uses parent/family emails and text messages, and at flexibly scheduled meetings including the Court Schools' Parent Teacher Association (PTA) General Meetings.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		66.1	52		37.1	33.2		8.9	7.8
Graduation Rate		17.3	19.4		21.3	24		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	98	19	19.4
Female	--	--	--
Male	88	18	20.5
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	22	4	18.2
Filipino	0	0	0.0
Hispanic or Latino	60	10	16.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.0
White	--	--	--
English Learners	19	2	10.5
Foster Youth	29	8	27.6
Homeless	13	3	23.1
Socioeconomically Disadvantaged	98	19	19.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	8	25.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	246	9	3.7
Female	82	16	4	25.0
Male	482	230	5	2.2
American Indian or Alaska Native	5	2	0	0.0
Asian	14	7	0	0.0
Black or African American	118	55	2	3.6
Filipino	0	0	0	0.0
Hispanic or Latino	360	147	5	3.4
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	1	1	0	0.0
White	61	30	1	3.3
English Learners	91	45	0	0.0
Foster Youth	120	64	3	4.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	564	246	9	3.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	78	2	2.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	16.55	4.47	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.34	7.45	0.21	2.11	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.45	0.00
Female	7.32	0.00
Male	7.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	21.43	0.00
Black or African American	10.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.64	0.00
English Learners	8.79	0.00
Foster Youth	8.33	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.53	0.00

2022-23 School Safety Plan

The Alice M. Worsley Comprehensive Safe School Plan is in compliance with federal, state, and local regulations as related to health and safety at school and school-sponsored events. The plan is inclusive of policies, procedures, and guidance for violence prevention, emergency preparedness, crisis intervention, and student and employee safety. The Comprehensive Safe School Plan shall be used during an emergency incident involving an FCSS facility. In addition, the school also adheres to the safety plan of the Fresno County-operated facility as the school is located on the grounds of the Fresno County Juvenile Justice Campus.

The FCSS Comprehensive Safe School Plan is updated annually in February and reviewed with site faculty each school year in its entirety no later than September of each school year. The plan was last reviewed with site faculty on August 16, 2022. The School Site Council participates in the development of the Comprehensive Safe School Plan and they approved it on March 28, 2022. Key elements as related to health and wellness, safety, and campus culture are reviewed and referenced throughout the year as needed among the school community and stakeholders.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	86		
Mathematics	8	25		
Science	8	26		
Social Science	4	57		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	74		
Mathematics	6	27		
Science	5	38		
Social Science	2	75		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	70		
Mathematics	5	26		
Science	4	22		
Social Science	2	63		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	115

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	37,870	7,145	27,915	85,851
District	N/A	N/A	13,602	
Percent Difference - School Site and District	N/A	N/A	69.0	22.3
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs and services available at the school are developed by evaluation of Student Learning Outcomes, state and local assessment data, and student, staff, and stakeholder survey feedback. Through collaborative Local Control Accountability Plan (LCAP) meetings, site and district Professional Learning Communities, Coaches Planning and Administrative meetings, School Site Council, and other parent-school meetings, jointly developed school goals may include: improvement of the school climate, a heavier focus on successful student transitioning from our site, continued effective staff development, effective integration of technology in teaching and learning for students and staff, and continued improvement of support for all students in achieving academic and behavioral gains.

The school team will continue to meet the individual academic needs of students through a combination of academic and emotional/behavioral supports. The school will continue to contract with FCSS Departments for services and support for curriculum and instruction with writing across the curriculum, Trauma Informed Care training and practices, enhancement of teaching and learning with visual and performing arts practices, enhancement of teaching and learning with instructional technology, and project-based thematic learning.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The focus for professional development is on enhancing our implementation of and engaging instructional strategies with the Common Core State Standards and practices, in accordance with our district set goals while maintaining particular attention to the various needs and learning styles represented by our students. Administration and school personnel will continue to monitor progress of the focus on learning and collective inquiry to best practice. In addition, the school continues to provide strategies complementary to School-wide Positive Behavioral Interventions & Supports, a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students.

Professional development opportunities will continue to be aligned to support our identified critical areas of need of the school community. Needs were identified by school staff, administration, students and stakeholder groups through Local Control Accountability Plan meetings at minimum and include: literacy/writing across the curriculum, numeracy, English Language Development, Next Generation Science Standards, trauma informed care, 21st Century Learning Skills, and the integration of visual and performing arts practices to enhance teaching and learning. Teachers are supported through virtual conference attendance, after-school virtual workshops or professional learning communities in discipline-specific cohorts, in-class or virtual coaching, teacher-principal meetings, weekly site professional learning communities, district professional learning communities, and student performance data review and analyses to inform instruction at site-specific professional learning communities. The numbers reported in the three-year data table represent professional development dedicated to staff development and continuous improvement. The school has a 60-minute weekly professional learning community for teachers and administration to attend.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	45	49	42