

# Alice M. Worsley School, Fresno County Court School

3333 American Ave • Fresno CA, 93725 • (559) 600-4934 • Grades K-12

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<https://www.fcoe.org/departments/court-and-community-schools>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Fresno County Office of Education

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**Coordinator, Court and Community  
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### School Description

Alice M. Worsley School serves middle and high school students whom reside at the Fresno County Juvenile Justice Campus, primarily a detention facility to house youth involved in the adjudication process through the juvenile courts. Instruction in the Court School program is offered year round. School enrollment for each student varies as determined by the adjudication process. The long-term enrollment program (Commitment Campus) until recently provided school services to students who were adjudicated for four or more months. However as early as 2010, the commitment student population's sentence duration has varied with a growing number of students in custody duration decreasing. Our designated short-term enrollment program (Detention Campus) provides educational services to students awaiting court proceedings, resulting in school enrollment that may range from a few days to several weeks. Our CBEDS 2016 enrollment for the school campus was 205 (103 enrolled in the Commitment Campus and 102 in the detention campus). Capacity for student enrollment in the school's compensatory educational services is dependent on the Fresno County Juvenile Justice Campus' (JJC) capacity/budget/resources; capacity is 360. During the 2014-2015 school year the duplicated student count was 2,033 and the unduplicated count was 1,348. In the 2015-2016 school year the duplicated student count was 1,803 and the unduplicated count was 1,205.

Our school's progress indicators include student data from the California Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT), 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, Leadership Cadre meetings, content-area specific focus group 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. We are also focused on successful implementation of research-based practices in accordance with our district set goals in alignment with instructional shifts for ELA/Literacy and Math in Common Core. The instructional program on the commitment campus may offer Work Experience Education, Career Technical Education/Regional Occupational Program courses Building Trades and Computer Graphics and Design, and Welding. In addition, our school is in the fourth year of 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.

We have achieved full accreditation by the Western Association of Schools and Colleges (WASC) for over 20 years. Our Student Learning Outcomes were revised in September 2014: 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. FCOE's Court and Community Schools completed a full WASC accreditation in spring 2015.

## About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	6
Grade 9	25
Grade 10	50
Grade 11	73
Grade 12	80
<b>Total Enrollment</b>	<b>235</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	23.4
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	1.3
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0
White	12.8
Two or More Races	0.9
Socioeconomically Disadvantaged	100
English Learners	14.9
Students with Disabilities	26
Foster Youth	19.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Alice M. Worsley School, Fresno County Court	14-15	15-16	16-17
<b>With Full Credential</b>	27	27	22
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Fresno County Office of Education	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	98
<b>Without Full Credential</b>	♦	♦	12
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Alice M. Worsley School, Fresno	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
Districtwide		
<b>All Schools</b>	96%	4%
<b>High-Poverty Schools</b>	96%	4%
<b>Low-Poverty Schools</b>	n/a	n/a

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Beginning with District Professional Learning Communities, 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 for alignment to the shifts and major features of the CA Standards.

The committees also review and pilot supplemental curriculum to support core instruction. Needs of the students, rigor and relevance, and universal access were reviewed. Cross curricular themes are identified, and implementation is planned and monitored at site Professional Learning Communities, the classrooms, and through the analysis of student data.

Textbooks and Instructional Materials Year and month in which data were collected: July 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Grades 6 – 8 Collections Houghton Mifflin Harcourt</p> <p>Grades 6 – 8 Intervention/Intervention for English Learners (ELD) Escalate English Houghton Mifflin Harcourt 2017</p> <p>Grades 9 – 12 Character Based Literacy Santa Clara University</p> <p>Designated ELD Grades 9 – 12 Escalate English (Fall 2016) Houghton Mifflin Harcourt</p> <p>Edge Hampton-Brown/National Geographic 2009</p> <p>Cyber High Fresno County Office of Education</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Integrated Mathematics I and II Houghton Mifflin Harcourt 2015</p> <p>Big Ideas Math (Grades 6-8), California Edition Houghton Mifflin Harcourt 2015</p> <p>Cyber High Fresno County Office of Education</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Prentice Hall Biology Prentice Hall 2008</p> <p>Cyber High Fresno County Office of Education</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: July 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Modern World History: Patterns of Interaction McDougal Littell Publishers 2006  Discovering Our Past: Medieval and Early Modern Times/Glencoe McGraw Hill (Grade 7) Glencoe McGraw-Hill 2006  Discovering Our Past: The American Journey to World War I (Grade 8) Glencoe McGraw-Hill 2006  United States Government Glencoe 2010  Economics Today and Tomorrow Glencoe 2012  Cyber High Fresno County Office of Education  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Cyber High Online Learning Solutions www.capassprogram.org (Fresno County Office of Education) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	From School to Work Goodheart-Wilcox 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Cyber High Online Learning Solutions www.capassprogram.org (Fresno County Office of Education) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Department procedures are in place to ensure a clean, safe and functional campus. Facility surveys and inspections are held regularly by the Fresno County Office of Education and by the Fresno County Juvenile Justice Campus/Probation Department. Results of School Facility Conditions Evaluations document the school to be in "good repair" in all categories; the school is maintained in a manner that assures it is clean, safe and of functional conditions. Survey results are available in the school office upon request.

Alice M. Worsley Court School is located on site at the Fresno County Juvenile Justice Campus, construction completed in July 2006. The campus in its entirety is maintained by the Fresno County Juvenile Justice Campus Facilities Department and/or Fresno County.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November 3, 2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	9	6	25	19	44	48
Math	0		21	12	34	36

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	12	6	8	13	6	20	60	56	54

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	90	75	83.3	8.0
Male	75	64	85.3	7.8
Female	15	11	73.3	9.1
Black or African American	19	17	89.5	
Hispanic or Latino	62	51	82.3	9.8
Socioeconomically Disadvantaged	88	73	83.0	8.2
English Learners	12	10	83.3	
Students with Disabilities	18	16	88.9	12.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	8	27	18	66.7	
	11	117	86	73.5	7.1
Male	8	26	18	69.2	
	11	103	76	73.8	6.8
Female	11	14	10	71.4	10.0
Black or African American	11	22	13	59.1	
Hispanic or Latino	8	14	8	57.1	
	11	74	55	74.3	7.5
White	11	15	12	80.0	
Socioeconomically Disadvantaged	8	27	18	66.7	
	11	117	86	73.5	7.1
English Learners	11	14	9	64.3	
Students with Disabilities	11	19	11	57.9	

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	114	81	71.0	
Male	11	100	71	71.0	
Female	11	14	10	71.4	
Black or African American	11	22	13	59.1	
Hispanic or Latino	11	72	52	72.2	
White	11	15	11	73.3	
Socioeconomically Disadvantaged	11	114	81	71.0	
English Learners	11	13	8	61.5	
Students with Disabilities	11	19	11	57.9	

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 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Alice M. Worsley School provides for opportunities for meaningful interactions to strengthen communication between parents and the school. We continue to work in concert with campus agencies to support continued fostering of a partnership among parents, school personnel, campus agency representatives, and community representatives in achieving increased student academic achievement and overall well-being. To help reach these goals, the school has established the following practices that are reviewed at 12 regularly scheduled evening school - parent meetings:

assistance in understanding the State's academic content standards, state and local assessments and results, and how to monitor and improve the achievement of their children and how the school implements and monitors these items; provides materials and announcements of district-paid parenting workshops; encouraging ongoing communication between parents and school personnel through conferences that may include transition meetings or scheduling other meetings upon parent request; and through jointly developed school plans through school site council membership and events.

School personnel contact information is distributed at school-parent meetings, through weekly mailings to parents of new students of the annually updated Court & Community Schools' Parent Notification Packet, and is posted on the school website. Additionally the school has continued to hold morning PTA general meetings where parents are invited; announcements are distributed at the parent evening meetings and through mailers.

### State Priority: School Climate

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

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

### 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; the school also adheres to the safety plan of the Fresno County-operated facility.

The Comprehensive Safe School Plan is updated annually and reviewed with faculty within the first week of the beginning of the new school year in August. Key elements as related to health and safety are reviewed and referenced throughout the year as needed with various campus agencies.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	15.5	17.50
Expulsions Rate	11.9	0.0	0.00
District	2013-14	2014-15	2015-16
Suspensions Rate	11.2	11.2	9.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	57.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	.80
Social Worker	--
Nurse	--
Speech/Language/Hearing Specialist	--
Resource Specialist	4.00
Other	3.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	13	12	12	23	32	32						
Mathematics	14	8	8	26	9	9						
Science	14	9	9	18	25	25						
Social Science	14	10	10	17	26	26						

\* 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.

### Professional Development provided for Teachers

The focus for professional development is on transitioning to full implementation of 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. We will continue to monitor progress of our focus on learning and collective inquiry to best practice. In addition, our school is in its fourth year of 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. Progress is measured through the collection and analysis of data in the AERIES and SWIS information systems.

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 several LCAP collaborative meetings, and include: literacy, numeracy, English Language Development, character education/social development and 21st Century Learning Skills in order to maximize academic engagement and achievement for all students. Professional Development also includes classroom coaching in the use of technology, including student computers and teacher J-Touch panel workstations.

Classroom coaching is available through support provided by site leadership and through the Fresno County Office of Education content experts and instructional coaches from the Curriculum and Instruction department. District support is also provided to site administration to identify and meet areas of need. Weekly participation in collaborative subject area/course level team meetings are held to discuss and use student achievement results to determine student progress and the effective use of research-based practices, and to plan, deliver and adjust instruction.

The school staffs all classrooms with fully credentialed, highly qualified teachers. Beginning with the 2008-2009 school year, professional development opportunities focused primarily on NCLB through the Verification Process for Special Settings (VPSS) for identified certificated staff in core areas of instruction per requirements of Highly Qualified Teachers. VPSS trainings began with English, Math, Social Science and were completed with Science in the spring of 2012, whereby participating teachers met highly qualified status in all four content areas in the fall of 2011.



FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 LCAP meetings, site Professional Learning Communities, Cadre and Administrative meetings, school site council and English Language Advisory Committee meetings, 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 for students and staff, and continued improvement of support for all students in achieving academic gains.

We are in the fourth year of practicing 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. Jointly developed Student Learning Outcomes are: 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Alice M. Worsley School, Fresno	2011-12	2013-14	2014-15
Dropout Rate	14.40	13.30	11.50
Graduation Rate	77.33	78.84	81.89
Fresno County Office of Education	2011-12	2013-14	2014-15
Dropout Rate	14.40	13.30	11.50
Graduation Rate	77.33	78.84	81.89
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	114
% of pupils completing a CTE program and earning a high school diploma	0.02%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	16,753	3,150	13,602	\$69,945
District	♦	♦	13,602	\$67,678
State	♦	♦	\$5,677	\$77,179
Percent Difference: School Site/District			0.0	3.3
Percent Difference: School Site/ State			139.6	-9.4

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	11.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2015		
	School	District	State
All Students	22	31	86
Black or African American	18	22	78
American Indian or Alaska Native	0	0	78
Asian	0	53	93
Filipino	0	0	93
Hispanic or Latino	21	29	83
Native Hawaiian/Pacific Islander	0	100	85
White	43	35	91
Two or More Races	100	33	89
Socioeconomically Disadvantaged	42	35	66
English Learners	6	31	54
Students with Disabilities	22	30	78

**Career Technical Education Programs**

Career Technical Education (CTE) courses may include: Computer Graphics, Art and Design, Building Trades, and Welding. All Industry Sectors have an active advisory committee comprised of the instructor, CTE/ROP District Coordinator and a minimum of three industry representatives. Work Experience Education Building Trades courses are offered in collaboration among the Fresno County Office of Education, the Fresno County Economic Opportunities Commission and the Fresno County Juvenile Justice Campus/Probation Department.

**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.