

John Morse Therapeutic Center

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General F04f0)5Mo04mr)-7(a)-12(t)5(i)145Mon anut58()1tneSco()JTJETQq0.0000092 0 612

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	3
Grade 5	1
Grade 6	6
Grade 7	7
Grade 8	9
Total Enrollment	26

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	26.9%
Male	73.1%
Black or African American	42.3%
Hispanic or Latino	38.5%
Two or More Races	7.7%
White	11.5%
English Learners	15.4%
Foster Youth	15.4%
Homeless	11.5%
Socioeconomically Disadvantaged	96.2%
Students with Disabilities	100%

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 a/F2 13.92 EMC /Ar2arrTJET2.41 12.24.497sic

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	6.00					
---	------	--	--	--	--	--

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high-quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education, and Visual and Performing Arts. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Year and month in which the data were collected	October 2023
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	
Reading/Language Arts	ELA Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018		



Overall Facility Rate

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 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 S

2022-23 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.

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
-------------	----------------------------------	--	---	---	-----------------------------

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.

2023-24 Opportunities for Parental Involvement

Families are invited to participate in the School Site Council, work days in the School Garden, assist on field trips, and are invited to dinner provided during Back to School Night and Open House. Families are asked to attend annual IEPs to provide input on goals and services to meet their child's individual educational needs. To participate in these activities please contact our office staff.

2023-24 School Safety Plan

Section 10.....Component I: Social Climate
Component II: Physical Climate/Campus
Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
Section 12.....Site Level Communication Procedures
a. Emergency Phone Tree
Section 13.....Before and After School Programs - Coordinators and Contact
Numbers / Days and Hours of Operation on Campus
Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15... ..Site Level Family Reunification Plans
a. Reunification Logs
Section 16.....Site Level Provisions for Students/Staff with Special Needs
a. Site Evacuation for Persons With Special Needs
Section 17.....School Site Safety Committee Member List and Approval of CSSP
Section 18... ..Staff / School Handbook
Section 19.....Site Map (Please Label All Rooms)
Section 20.....OPTIONAL-Additional Site-Specific Safety Information



