

# Morningside Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Morningside Elementary School
<b>Street</b>	2100 Summer Drive
<b>City, State, Zip</b>	Delano, CA 93215
<b>Phone Number</b>	661.720.2700
<b>Principal</b>	Ricardo Chavez
<b>Email Address</b>	rchavez@duesd.org
<b>Website</b>	<a href="http://www.duesd.org/schools/morningsidees">www.duesd.org/schools/morningsidees</a>
<b>County-District-School (CDS) Code</b>	15634046117915

Entity	Contact Information
<b>District Name</b>	Delano Union Elementary School District
<b>Phone Number</b>	(661) 721-5000 ext. 00102
<b>Superintendent</b>	Mrs. Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>Website</b>	www.duesd.org

### School Description and Mission Statement (School Year 2019-20)

The Morningside Mariners have been “Sailing for Success” since July, 2000. Morningside School has achieved success by setting high expectations in all academic skills and social/emotional environments. Our campus is surrounded by single family dwellings and a city park. Staff, students, and parents establish short-term and long-term goals. All K-5 students receive a student planner that promote good study habits, to write goals, and encourages reading, good attendance, good character, and high academic success.

Morningside’s Professional Learning Community works in partnership with all stakeholders to achieve the sites mission: Partnering together with parents, teachers and the community, Morningside Elementary has high expectations that all Mariners will become life-long learners. This professional Learning Community works together to provide a positive learning environment where students work diligently to master common core standards essential for growth. A Response to Intervention model is used to assist struggling students succeed in achieving grade level standards.

Morningside Staff will work collaboratively to prepare high quality instruction supported by research based techniques and strategies. All students will have access to the core curriculum. A variety of methods to check for understanding, including assessments, will be used to determine if students are meeting grade level common core standards and goals. For those students not meeting the grade level standards, a Response to Intervention model is applied. Tier 1 activities will consist of the core curriculum supplemented by universal access activities in the regular education classroom. Tier 2 activities will consist of grouping students for leveled instruction and the English Language Development Block. Tier 3 interventions will consist of the Learning Center pull-out program consisting of ELD, ELA, and Math. Students are also encouraged to attend after-school tutoring.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	103
<b>Grade 1</b>	86
<b>Grade 2</b>	93
<b>Grade 3</b>	92
<b>Grade 4</b>	86
<b>Grade 5</b>	85
<b>Total Enrollment</b>	545

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	2.4
Filipino	18.7
Hispanic or Latino	74.7
White	1.5
Two or More Races	1.1
Socioeconomically Disadvantaged	65.1
English Learners	38.2
Students with Disabilities	7.2
Foster Youth	0.7
Homeless	0.4

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	24	25	308
Without Full Credential	1	1	1	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: July 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, Benchmark Advance, Benchmark Education Company, 2016	Yes	0
Mathematics	Grades K-5, My Math, McGraw-Hill Education Company, 2013	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-6, Houghton-Mifflin, History Social Science, 2007	Yes	0

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

Morningside was built in 2000. The school has 32 classrooms (16 permanent and 16 portable), a Special Education classrooms, a multi-purpose facility, a library/resource building, and an administration building. Additional portable classrooms were added in 2001. The staff lounge provides adequate space for staff activities as well as place for lunch. Our playground provides plenty of space that includes four basketball courts, four square courts, tetherball, two softball fields, volleyball/tennis court, swings, and play gym. The Kindergarten play area includes a play gym, swings, and a large grassy area.

The District takes great efforts to ensure schools are clean, safe, and functional. Our District Maintenance, Operations, and Transportation Department (MOT) works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance oversees repairs necessary to keep the school in good working order.

The school is wired for multimedia and has surveillance cameras. A digital Marquee was installed in the Fall of 2006 and updated at the beginning of the 2017 academic year. The marquee is an important method of communication to parents in cases of communicating emergencies or daily messages. The lighting, heating, cooling, and alarm system are in good working order. A representative from MOT and site administration conduct a walk-through twice per year, checking for needed repairs and safety conditions. After this report is published, immediate corrections are made. Morningside's safety representative attends regular Injury & Illness Prevention Program (IIPP) meetings. Our students help with litter control and are taught to respect their school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Supervision is provided 30 minutes before school and during the lunch recess. Morning recesses and dismissal times are supervised by certificated staff. All certificated staff members are assigned duties for the year.

All visitors must enter the office through the front gate of the campus, sign in and check into the Raptor System before they are provided a pass.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 10/31/2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	61	39	43	50	50
Mathematics (grades 3-8 and 11)	41	51	26	33	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	258	254	98.45	1.55	61.02
Male	114	112	98.25	1.75	55.36
Female	144	142	98.61	1.39	65.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	54	53	98.15	1.85	75.47
Hispanic or Latino	186	184	98.92	1.08	56.52
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	172	98.29	1.71	55.81
English Learners	126	122	96.83	3.17	59.84
Students with Disabilities	22	22	100.00	0.00	9.09
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	258	256	99.22	0.78	51.17
Male	114	113	99.12	0.88	49.56
Female	144	143	99.31	0.69	52.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	54	54	100.00	0.00	59.26
Hispanic or Latino	186	184	98.92	1.08	47.83
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	174	99.43	0.57	45.40
English Learners	126	124	98.41	1.59	46.77
Students with Disabilities	22	22	100.00	0.00	22.73
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 2018-19)

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	4.8	27.7	56.6

Note: 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.



## 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 2019-20)

Morningside provides many opportunities for parent involvement. Constant communication between the home and school is supported by student planners, teacher newsletters/notes, phone communication program name Blackboard, school marquee, and a monthly school calendar. Parents are always welcome to visit Morningside School's classrooms or volunteer for activities or events. We have a very active ASB group which meets monthly to plan special activities for students, parents, and teachers. Parents and the community are viewed as essential partners in providing support for the academic success of all students. Activities that parents enjoy attending are as follows: Kindergarten Orientation, Parent/Teacher Conferences, Lunch with your Child, Grandparent "cafe/milk con pan dulce", Mariner of the Month Assemblies, Book Fair, Parent Education events, Fall Carnival, movie nights, craft fair, classroom volunteers, and serve as field trip chaperones. Parents are also elected by peers to serve on our School Site Council and English Learner Advisory Council. Parents participate in the intervention meetings (SAT) and I.E.P. meetings as well as individual parent conferences and "Back to School Night". For more information please contact:

Ricardo Chavez, Principal  
Morningside Elementary School  
2100 Summer Drive, Delano CA  
(661) 720-2700

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 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
Suspensions	0.5	0.0	0.0	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed with staff in February, 2019.

Pursuant to Education Code 35294, Morningside School has developed a Comprehensive School Safety Plan. This plan is written and approved by the Morningside Staff and School Site Council. The plan also assesses the current status of school crime and identifies appropriate programs and strategies that provide school safety. The plan also addresses Morningside's procedures for complying with school safety laws in the following areas: child abuse reporting, disaster response, suspension and expulsion, notifying teachers of dangerous pupils, sexual harassment, dress code, safe ingress and egress, ensuring a safe and orderly environment, discipline, compliance with Safe and Drug Free Schools and Communities (SDFSC) principles, and hate crime policies and procedures. Morningside's School Safety Plan was last reviewed and updated in February 2018. Regular evacuation exercises, duck and cover, hit the deck, and bus evacuations are practiced by the entire campus. Evaluations of practice drills are on file in the school office. The Second Step Anti Violence Education program is implemented in all K-5 classrooms.

### 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.

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

Grade Level	2016-17 Average Class Size	2016-17			2017-18			2018-19				
		# 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+
K	24		5		23		5		26		4	
1	24		4		22		4		22	1	3	
2	24		4		25		4		23		4	
3	22		4		24		4		23		4	
4	27		4		29		3		29		3	
5	30		4		27		4		28		3	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.5
Other	2.5

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,848.21	\$786.87	\$6,061.34	\$84,500.13
District	N/A	N/A	\$7,107.69	\$78,095.87
Percent Difference - School Site and District	N/A	N/A	-15.9	7.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-19.3	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Students with special needs are provided differentiated instruction and support through a pull-in or pull-out program. The Students Assistance Team (SAT) meets on a regular basis to address interventions, modifications, and parent involvement in meeting the individual needs of all students. The SAT targets academic, attendance, and the behavioral needs of students.

Universal Access and the Language Block are two supplemental programs used to support our English Language Arts Program. In Universal Access (UA), students receive re-teach or enrichment instruction based on the grade level literacy focus standards. The Language Development Block is used to group students based on their CELDT (California English Language Development Test) and ADEPT (A Development English Proficiency Test) scores, which assesses a student's language level. After School Intervention provides students with additional opportunities to learn necessary skills to be successful in school.

Core and supplementary curriculum is carefully selected to support special needs of all students. Supplementary programs include Orchard (a computer program supporting primary grade level English Language Arts and mathematics standards), and Accelerated Reader. Students in grades 4 and 5 who are reading two grade levels below their current grade, participate in a pull out intervention program.

Students identified with additional special needs are served by a special education teacher and/or a speech pathologist.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During the past three years the following was dedicated to staff development: 2016-2017: 9 days. 2017 - 2018: 8 days. 2018 - 2019 8 days.

During the 2018 - 2019 academic year, site staff development focused on English Language Development and English Language Arts intervention, mathematics - Number Talk, data analysis, and reading strategies for each grade level. Teachers are provided with training and then given time within their grade level to discuss and plan for implementation during the Late Start Days, Grade-Level Collaboration Meetings, and Saturday Professional Developments. Each month during our staff meetings a variety of important topics are covered such as ELD strategies, Key Vocabulary, Intervention Programs, assessments data, Planning, and report cards. All topics covered at the site are then supported by administration through in-class monitoring and teacher-principal meetings.

Also, teachers are provided an opportunity to attend grade level workshops in the areas of ELA and Math sponsored by the district.