Morningside Elementary 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	Morningside Elementary School
Street	2100 Summer Drive
City, State, Zip	Delano, CA 93215
Phone Number	661.720.2700 ext. 09102
Principal	Ricardo Chavez
Email Address	rchavez@duesd.org
School Website	https://www.duesd.org/morningside
County-District-School (CDS) Code	15634046117915

2022-23 District Contact Information

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

2022-23 School Overview

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 School was recognized as a California Distinguished in January 2020 and Kern County Innovative& Impactful Schools in June 2021.

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 essential standards for academic growth. A Response to Intervention model is used to assist struggling students succeed in achieving grade level standards.

Even during the pandemic, Morningside Staff worked 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	89
Grade 2	78
Grade 3	70
Grade 4	77
Grade 5	76
Total Enrollment	473

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.4
Asian	2.3
Black or African American	0.0
Filipino	17.1
Hispanic or Latino	76.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.3
White	0.8
English Learners	26.2
Foster Youth	0.4
Homeless	0.8
Migrant	1.5
Socioeconomically Disadvantaged	59.8
Students with Disabilities	11.0

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)	22.00	95.65	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.28	12115.80	4.41
Unknown	1.00	4.35	17.50	6.15	18854.30	6.86
Total Teaching Positions	23.00	100.00	286.00	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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.

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	
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	

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

Year and month in which the data were collected	2021 October

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 Education Company, 2016	Yes	0
Mathematics	Grades K-5, My Math, McGraw-Hill Education Company, 2013	Yes	0
Science	Grades K-6, STEMtaught, 2020	Yes	0
History-Social Science	Grades K-6. My World, 2018	Yes	0

School Facility Conditions and Planned Improvements

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. The school digital Marquee was installed in 2006 and updated at the begging of the 2017 academic year. The marquee has become an communication for daily messages, up coming events, and/or emergencies. The lighting, heating, cooling, and alarm system are in good working order. A representative from MOT and site administration conduct walk-throughs throughout the year, checking for needed repairs and safety conditions. Corrections are made immediately. 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.

Year and month of the most recent FIT report	7/22/22

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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			

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 (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	46	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	23	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	213	213	100.00	0.00	46.48
Female	104	104	100.00	0.00	51.92
Male	109	109	100.00	0.00	41.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	35	35	100.00	0.00	65.71
Hispanic or Latino	167	167	100.00	0.00	41.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	20.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	88	100.00	0.00	31.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	14.29

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	215	215	100.00	0.00	37.21
Female	104	104	100.00	0.00	37.50
Male	111	111	100.00	0.00	36.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	35	35	100.00	0.00	57.14
Hispanic or Latino	169	169	100.00	0.00	32.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	14.81
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	90	90	100.00	0.00	23.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	19.05

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	20.25	NT	19	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	79	79	100	0	20.25
Female	39	39	100	0	23.08
Male	40	40	100	0	17.5
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100	0	36.36
Hispanic or Latino	65	65	100	0	16.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	17	17	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100	0	7.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

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

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 named Blackboard, school marquee, Morningside website, 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, end of the year grade level dance performances, 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	508	93	18.3
Female	265	254	43	16.9
Male	267	254	50	19.7
American Indian or Alaska Native	2	2	0	0.0
Asian	12	11	0	0.0
Black or African American	0	0	0	0.0
Filipino	90	88	6	6.8
Hispanic or Latino	412	393	84	21.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	8	8	2	25.0
English Learners	141	137	28	20.4
Foster Youth	10	5	1	20.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	340	319	67	21.0
Students Receiving Migrant Education Services	11	11	1	9.1
Students with Disabilities	61	58	17	29.3

C. Engagement	State Priority: School Climate

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	0.00	1.09	2.45
Expulsions	0.00	0.03	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	0.00	0.00	0.00	1.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

The School Safety Plan was reviewed with staff in February, 2021.

Pursuant to Education Code 35294, Morningside School has developed a Comprehensive School Safety Plan. This plan was 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 2020. 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

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	22		3	
2	24		3	
3	22		4	
4	29		3	
5	28		3	
Other	15	1	1	

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	23		4	
2	23		3	
3	22		3	
4	29		3	
5	28		3	
Other	18	1	1	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	21	1	3	
2	20	3	1	
3	18	4		
4	26		3	
5	25		3	
Other	13	1		

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	1.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3.0

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	$7,874.27	$1,135.97	$6,738.31	$90,557.11
District	N/A	N/A	$7,744.50	$81,498
Percent Difference - School Site and District	N/A	N/A	-13.9	10.5
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	2.2	3.7

2021-22 Types of Services Funded

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 incorporated in lesson throughout the day. After School Intervention (remotely) provides students with additional support to learn necessary skills to be successful in school. These practices have continued through distance learning from June 2021 to the end of the year.

Core and supplementary curriculum is carefully selected to support special needs of all students. Supplementary programs include IXL (a computer program supporting primary grade level English Language Arts and mathematics standards), and Accelerated Reader.

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

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	$52,885	$52,641
Mid-Range Teacher Salary	$77,679	$83,981
Highest Teacher Salary	$103,965	$107,522
Average Principal Salary (Elementary)	$120,921	$136,247
Average Principal Salary (Middle)	$125,759	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$216,165	$242,166
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

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 two years the following was dedicated to staff development: 2020-2021 (6) days, 2021-2022 (10) days, and 2022-2023 (9) days as of December 3, 2022.

During the 2020 - 2021 academic year, site staff development focused on English Language Development and English Language Arts intervention, mathematics, distance learning platforms, and reading strategies for each grade level. Teachers receive training and are provided time within their grade level to discuss and plan for implementation during Grade-Level Collaboration Meetings, and District Professional Development. Each month during our staff meetings a variety of important topics are covered such as ELD strategies, Intervention Programs, planning, and report cards. All topics covered at the site are then supported by administration classroom visits. Teachers received additional professional development from district staff on three main platforms used during distance learning: Zoom, Screencastify, and Google classroom.

During the 2021 - 2022 academic year, site staff development focused on English Language Development, English Language Arts - reading, science (STEM taught)and most of the focus was on math. Many teachers requested additional math support from our district math coach. The district also designated six days for 2 hour Professional Development and six days for 2 hour Strategic Teacher Planning Time. Professional Development days also included time for teacher to adjust plans to meet the needs of each student assigned to their class.

2022 - 2023 Morningside will continue to focus on Language Arts, English Language Development, Math and Science. We have received additional PD on Sown to Grow, Freckle, MyOn, and Nearpod. Morningside staff has had the opportunity to attend nine days of PD, STPT and/or training as of December 3, 2022.

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

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	6	10	9