

# Morningside Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School 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 ext. 09102
<b>Principal</b>	Ricardo Chavez
<b>Email Address</b>	<a href="mailto:rchavez@duesd.org">rchavez@duesd.org</a>
<b>School Website</b>	<a href="https://www.duesd.org/morningside">https://www.duesd.org/morningside</a>
<b>County-District-School (CDS) Code</b>	15634046117915

## 2021-22 District 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>	<a href="mailto:rrivera@duesd.org">rrivera@duesd.org</a>
<b>District Website Address</b>	<a href="http://www.duesd.org">www.duesd.org</a>

## 2021-22 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	95
Grade 2	86
Grade 3	77
Grade 4	87
Grade 5	85
Total Enrollment	543

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	2.8
Black or African American	0.4
Filipino	17.7
Hispanic or Latino	75.5
Two or More Races	1.1
White	0.7
English Learners	24.9
Foster Youth	0.2
Socioeconomically Disadvantaged	63.5
Students with Disabilities	9.6

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25
<b>Intern Credential Holders Properly Assigned</b>	1
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	27

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	1

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	2021 October
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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
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## 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 beginning of the 2017 academic year. The marquee has become an communication for daily messages, upcoming 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

7/19/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	250	NT	NT	NT	NT
<b>Female</b>	132	NT	NT	NT	NT
<b>Male</b>	118	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	45	NT	NT	NT	NT
<b>Hispanic or Latino</b>	188	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	54	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	117	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	118	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	45	NT	NT	NT	NT
Hispanic or Latino	188	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	250	250	100	0	52
Female	132	132	100	0	59
Male	118	118	100	0	45
American Indian or Alaska Native	2	2	100	0	50
Asian	7	7	100	0	57

<b>Black or African American</b>	2	2	100	0	100
<b>Filipino</b>	47	47	100	0	70
<b>Hispanic or Latino</b>	188	188	100	0	48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	2	100	0	0
<b>White</b>	2	2	100	0	50
<b>English Learners</b>	53	53	100	0	25
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	149	149	100	0	44
<b>Students Receiving Migrant Education Services</b>	7	7	100	0	57
<b>Students with Disabilities</b>	20	20	100	0	40

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	250	248	99.2	.8	41
<b>Female</b>	132	132	100	0	42
<b>Male</b>	118	116	98.3	1.7	41
<b>American Indian or Alaska Native</b>	2	2	100	0	50
<b>Asian</b>	7	7	100	0	57
<b>Black or African American</b>	2	2	100	0	0
<b>Filipino</b>	47	47	100	0	60
<b>Hispanic or Latino</b>	188	186	98.9	1.1	37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	2	100	0	0
<b>White</b>	2	2	100	0	50
<b>English Learners</b>	53	53	100	0	9
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	149	147	98.6	1.4	33
<b>Students Receiving Migrant Education Services</b>	7	7	100	0	29
<b>Students with Disabilities</b>	20	20	100	0	16

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	250	250	100	0	49
Female	132	132	100	0	50
Male	118	118	100	0	47
American Indian or Alaska Native	2	2	100	0	100
Asian	7	7	100	0	57
Black or African American	2	2	100	0	100
Filipino	47	47	100	0	70
Hispanic or Latino	188	188	100	0	43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	2	2	100	0	50
English Learners	53	53	100	0	34
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	149	100	0	46
Students Receiving Migrant Education Services	7	7	100	0	71
Students with Disabilities	20	20			40
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	250	248	99.2	.8	49
Female	132	131	99.2	.8	52
Male	118	117	99.1	.9	45
American Indian or Alaska Native	2	2	100	0	100
Asian	7	7	100	0	43
Black or African American	2	2	100	0	100
Filipino	47	46	97.8	2.2	67
Hispanic or Latino	188	187	99.4	.6	44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	2	2	100	0	0
English Learners	53	53	100	0	19
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	149	148	99.3	.7	41
<b>Students Receiving Migrant Education Services</b>	7	7	100	100	71
<b>Students with Disabilities</b>	20	19	95	5	16

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	85	NT	NT	NT	NT
<b>Female</b>	48	NT	NT		
<b>Male</b>	37	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	17	NT	NT	NT	NT
<b>Hispanic or Latino</b>	63	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	37	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	551	6	1.1
Female	287	280	1	0.4
Male	276	271	5	1.8
American Indian or Alaska Native	3	3	0	0.0
Asian	16	16	0	0.0
Black or African American	2	2	0	0.0
Filipino	96	96	0	0.0
Hispanic or Latino	424	415	6	1.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	7	5	0	0.0
English Learners	141	139	1	0.7
Foster Youth	3	1	0	0.0
Homeless	5	5	0	0.0
Socioeconomically Disadvantaged	372	362	5	1.4
Students Receiving Migrant Education Services	12	12	0	0.0
Students with Disabilities	53	52	2	3.8

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	2.90	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.09	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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



## 2021-22 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	26		4	
1	22	1	3	
2	23		4	
3	23		4	
4	29		3	
5	28		3	
6				

## 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	
6				
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	
6				
Other	18	1	1	

## 2020-21 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	

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.3
<b>Social Worker</b>	0
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$7,874.27	\$1,135.97	\$6,738.31	\$90,557.11
<b>District</b>	N/A	N/A	\$7,744.50	\$81,397
<b>Percent Difference - School Site and District</b>	N/A	N/A	-13.9	10.7
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.5	5.3

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,885	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,679	\$84,043
<b>Highest Teacher Salary</b>	\$103,965	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$120,921	\$133,582
<b>Average Principal Salary (Middle)</b>	\$125,759	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$216,165	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	32%	35%
<b>Percent of Budget for Administrative Salaries</b>	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 three years the following was dedicated to staff development: 2018 - 2019 8 days, 2019 - 2020 6 days, and 2021-2022 6 days

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.

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	

# Delano Union Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District 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>	<a href="mailto:rrivera@duesd.org">rrivera@duesd.org</a>
<b>District Website Address</b>	<a href="http://www.duesd.org">www.duesd.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3178	NT	NT	NT	NT
<b>Female</b>	1582	NT	NT	NT	NT
<b>Male</b>	1596	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	32	NT	NT	NT	NT
<b>Black or African American</b>	11	NT	NT	NT	NT
<b>Filipino</b>	321	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2726	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	40	NT	NT	NT	NT
<b>White</b>	42	NT	NT	NT	NT
<b>English Learners</b>	1211	NT	NT	NT	NT
<b>Foster Youth</b>	11	NT	NT	NT	NT
<b>Homeless</b>	108	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2051	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	131	NT	NT	NT	NT
<b>Students with Disabilities</b>	319	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

