

Morningside Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Morningside Elementary School
Street	2100 Summer Drive
City, State, Zip	Delano, CA 93215
Phone Number	661.720.2700 ext. 09107
Principal	Shirley Gibbs
Email Address	sgibbs@duesd.org
School Website	https://ms.duesd.org/parents/school-accountability-report-card-sarc
Grade Span	K-5
County-District-School (CDS) Code	15634046117915

2025-26 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	www.duesd.org

2025-26 School Description and Mission Statement

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, Kern County Innovative& Impactful Schools in June 2021, and achieved the honor being recognized as one of the Best Elementary Schools in California. Additionally, Morningside received recognition by Educational Results Partnership and was placed on the “Honor Roll” list of California’s top performing schools.

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.

Morningside Staff works 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 and district academies when offered.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	76
Grade 2	79
Grade 3	62
Grade 4	90
Grade 5	89
Total Enrollment	477

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	15.7
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	1.3
English Learners	18
Homeless	0.4
Migrant	3.4
Socioeconomically Disadvantaged	75.7
Students with Disabilities	11.5

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.

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)	22	95.65	254	78.24	234405.2	84
Intern Credential Holders Properly Assigned	0	0	11.1	3.44	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.6	6.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.6	2.05	11953.1	4.28
Unknown/Incomplete/NA	1	4.35	30.1	9.29	15831.9	5.67
Total Teaching Positions	23	100	324.7	100	279044.8	100

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.

2022-23 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)	21.5	95.56	258.9	83.18	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	8.9	2.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.44	24.5	7.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	18.7	6.03	14303.8	5.15
Total Teaching Positions	22.5	100	311.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	20	90.91	256.8	84.01	230039.4	100
Intern Credential Holders Properly Assigned	1	4.55	10.5	3.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.1	4.29	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.5	0.51	12112.8	4.34
Unknown/Incomplete/NA	1	4.55	23.6	7.72	13705.8	4.91
Total Teaching Positions	22	100	305.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 20245
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, Benchmark Advance, Benchmark Education Education Company, 2016	0
Mathematics	Grades K-5, My Math, McGraw-Hill Education Company, 2013	0
Science	Grades K-6, STEMtaught, 2020	0
History-Social Science	Grades K-6. My World, 2018	0

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

School Facility Conditions and Planned Improvements

Morningside School, built in 2000, features 32 classrooms (16 permanent and 16 portable), two Special Education classrooms, a multi-purpose facility, a library/resource building, and an administration building. In 2001, additional portable classrooms were added to accommodate growth. The staff lounge provides ample space for lunch and staff activities.

The campus includes extensive playground facilities, such as four basketball courts, four square courts, tetherball, two softball fields, a combined volleyball/tennis court, swings, and a play gym. The Kindergarten play area features a dedicated play gym, swings, and a large grassy area.

The District is committed to maintaining clean, safe, and functional schools. The Maintenance, Operations, and Transportation (MOT) Department collaborates daily with custodial staff to implement cleaning schedules, ensuring a safe and tidy environment. District maintenance oversees necessary repairs to keep the campus in excellent condition.

The school is equipped with multimedia wiring and surveillance cameras. A digital marquee, installed in 2006 and updated in 2017, serves as a key communication tool for daily messages, upcoming events, and emergency announcements. The school's lighting, heating, cooling, and alarm systems are all in good working order.

To ensure safety and functionality, representatives from MOT and site administration conduct regular walk-throughs to identify needed repairs or address safety concerns, with corrections made promptly. Morningside's safety representative also participates in Injury & Illness Prevention Program (IIPP) meetings as scheduled. Additionally, the District takes part in the State School Deferred Maintenance Program, which provides matching funds for major repairs or replacements, such as roofing, plumbing, HVAC systems, electrical systems, painting, and flooring.

School Facility Conditions and Planned Improvements

Supervision is provided 30 minutes before school, during morning recess, lunch recess, and after school. Certificated staff members supervise morning recess and dismissal times, with supervision duties assigned annually.

All visitors are required to enter through the front gate, sign in at the office, and check in using the Raptor System before receiving a visitor pass.

Year and month of the most recent FIT report

8/2025

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	50	47	49	47	48
Mathematics (grades 3-8 and 11)	43	39	33	35	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	237	235	99.16	0.84	50.21
Female	122	122	100.00	0.00	49.18
Male	115	113	98.26	1.74	51.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	38	38	100.00	0.00	71.05
Hispanic or Latino	189	187	98.94	1.06	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	31	96.88	3.12	6.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	185	99.46	0.54	48.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	27.27

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	237	236	99.58	0.42	39.41
Female	122	122	100.00	0.00	37.70
Male	115	114	99.13	0.87	41.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	38	38	100.00	0.00	60.53
Hispanic or Latino	189	188	99.47	0.53	34.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	32	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	186	100.00	0.00	36.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	18.18

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.9	34.09	26.61	27.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	88	100.00	0.00	34.09
Female	40	40	100.00	0.00	32.50
Male	48	48	100.00	0.00	35.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	70	70	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	70	100.00	0.00	34.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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
Grade 5	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

There are many opportunities for parent involvement at Morningside Elementary School. Constant communication between the home and school is supported by student planners, teacher newsletters/notes, phone communication program (Parent Portal) school marquee, Morningside website, a monthly school calendar, as well as social media (ClassDojo and Facebook).. 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. Some activities that parents enjoy attending include Kindergarten Orientation, Parent/Teacher Conferences, Lunch with your Child, Grandparent "cafe/milk con pan dulce", Mariner of the Month Assemblies, student recognition assemblies (attendance, honor roll, AR, Character Counts), Book Fair, Parent Education events, Fall Carnival, movie nights, craft fair, classroom volunteers, and opportunities to 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:

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	495	20	4.0
Female	252	247	9	3.6
Male	253	248	11	4.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0
Black or African American	--	--	--	--
Filipino	77	77	1	1.3
Hispanic or Latino	399	389	19	4.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	103	101	4	4.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	389	379	16	4.2
Students Receiving Migrant Education Services	20	20	0	0.0
Students with Disabilities	65	63	8	12.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.4	1.82	2.02	0.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.00	0.00
Male	0.79	0.00
Non-Binary	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	1.30	0.00
Hispanic or Latino	0.25	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	0.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Morningside School has developed a Comprehensive School Safety Plan in accordance with Education Code 35294. This plan was created and approved by both the Morningside staff and the School Site Council. It includes an assessment of the current status of school crime and outlines programs and strategies designed to support a safe learning environment.

The plan details the school's procedures for complying with safety-related laws in areas such as child abuse reporting, disaster preparedness and response, suspension and expulsion protocols, notifying teachers of potentially dangerous students, sexual harassment policies, dress code guidelines, safe ingress and egress, maintaining a safe and orderly campus, discipline procedures, compliance with Safe and Drug-Free Schools and Communities (SDFSC) principles, and hate-crime prevention policies.

Morningside's School Safety Plan was last reviewed, updated, and approved in February 2025 and was presented to staff in July 2025. The Safety Committee will conduct its next review and update in preparation for board approval in February 2026.

Regular evacuation drills—including fire, duck-and-cover, hit-the-deck, and bus evacuation practices—are conducted schoolwide. Documentation of all drill evaluations is maintained in the school office. Additionally, the Second Step Anti-Violence Education Program is implemented in all TK–5 classrooms to support students' social-emotional development and positive behavior.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	0	4	0
1	21	1	2	0
2	23	0	4	0
3	23	0	4	0
4	24	0	3	0
5	28	0	3	0
6	0	0	0	0
Other	9	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	0	3	0
1	23	0	3	0
2	21	1	2	0
3	22	0	4	0
4	46	0	3	1
5	39	0	3	1
6	0	0	0	0
Other	11	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3		
1	32	1	3	1
2	38		3	1
3	31	1	2	1
4	45		3	1
5	45		3	1
Other	8	2		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11,800.21	3,159.01	8,641.20	104,472.70
District	N/A	N/A	10,831.03	97,740.33
Percent Difference - School Site and District	N/A	N/A	-22.5	6.7
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-25.3	2.7

Fiscal Year 2024-25 Types of Services Funded

Students with special needs receive differentiated instruction and support through both pull-in and pull-out programs. The Student Assistance Team (SAT) meets regularly to discuss and implement interventions, modifications, and strategies for parent involvement, ensuring the individual needs of all students are met. The SAT focuses on addressing academic, attendance, and behavioral concerns.

Two supplemental programs, Universal Access (UA) and the Language Block, enhance our English Language Arts curriculum. In Universal Access, students receive targeted re-teaching or enrichment based on grade-level literacy standards. The Language Development Block is integrated throughout the school day to further support language acquisition.

After-school interventions are also available, offering additional support for students to develop the necessary skills to succeed academically.

Both core and supplementary curricula are thoughtfully selected to meet the diverse needs of all students. Supplementary

Fiscal Year 2024-25 Types of Services Funded

programs include IXL, an online tool supporting primary-grade English Language Arts and mathematics standards, and Accelerated Reader, which fosters reading development. Fraxs and Reflex are online math tools to support students at their instructional level.

Students with additional special needs receive tailored services from special education teachers and/or speech-language pathologists to ensure they receive the necessary support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,504	\$61,597
Mid-Range Teacher Salary	\$91,807	\$98,902
Highest Teacher Salary	\$122,270	\$126,340
Average Principal Salary (Elementary)	\$142,913	\$158,383
Average Principal Salary (Middle)	\$148,631	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$279,925	\$288,332
Percent of Budget for Teacher Salaries	29.06%	31.29%
Percent of Budget for Administrative Salaries	6.43%	5.38%

Professional Development

This section outlines the number of school days dedicated to staff development over the most recent three-year period and highlights key professional development (PD) areas. From 2020 to 2023, Morningside staff participated in six days of PD during the 2020-2021 school year, 10 days in 2021-2022, and nine days in 2022-2023 as of December 3, 2022. By December 8, 2023, staff had attended eight days of PD, Strategic Teacher Planning Time (STPT), or training during the 2023-2024 school year. In the 2024-2025 school year, staff had 12 PD days, focusing on math and science, as well as seven STPT days dedicated to developing engaging lessons and analyzing student data to plan targeted interventions. For the 2025-2026 school year, staff will have 12 PD days focusing on math, science, and social emotional learning, as well as 7 STPT days dedicated to developing lesson development and analyzing data to plan targeted intervention.

In the 2020-2021 academic year, staff development focus on English Language Development (ELD), English Language Arts (ELA) interventions, mathematics, and distance learning tools. Teachers received training on platforms such as Zoom, Screencastify, and Google Classroom, alongside workshops on reading strategies for all grade levels. Time was allocated during Grade-Level Collaboration Meetings and district-led sessions for planning and implementation. Monthly staff meetings covered essential topics, including ELD strategies, intervention programs, and planning, all of which were reinforced through administrative classroom visits.

During the 2021-2022, 2022-2023, and continuing to the 2023-2024 school years, the focus expanded to include math and science. Teachers sought additional support from district math coaches and participated in STEM training. The district allocated specific time for Professional Development and Strategic Teacher Planning, enabling teachers to tailor instruction to student needs. Additional training introduced tools such as Sown to Grow, Freckle, MyOn, and Nearpod. Teachers also had opportunities to attend district-sponsored workshops in ELA, math, technology, science, and Thinking Maps, ensuring they were equipped with strategies to support student success.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12