El Morro Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	El Morro Elementary School
Street	8681 North Coast Highway
City, State, Zip	Laguna Beach, CA 92651
Phone Number	(949) 497-7780
Principal	Dr. Julie Hatchel
Email Address	jhatchel@lbusd.org
School Website	https://.ems.lbusd.org
Grade Span	PK-5
County-District-School (CDS) Code	30-66555-6028906

2024-25 District Contact Information

District Name	Laguna Beach Unified School District
Phone Number	(949) 497-7700
Superintendent	Jason Viloria, Ed.D.
Email Address	jviloria@lbusd.org
District Website	www.lbusd.org

2024-25 School Description and Mission Statement

El Morro Elementary School is part of the Laguna Beach community. Located on the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape. During the 2015-2016 school year, El Morro Elementary School received recognition as a California Gold Ribbon School and in 2019 El Morro Elementary School was named a National Blue Ribbon Exemplary School. Our school's students proudly call themselves the Sea Lions.

El Morro Elementary School serves students in grades Transitional Kindergarten through grade 5 by providing a

2024-25 School Description and Mission Statement

comprehensive educational program in the core subjects of English Language Arts, Math, Science, Social Studies, and Physical Education. We also run a fee-based preschool program that opened in Fall of 2024. The district is proud of our commitment to educating the whole child. El Morro also offers an excellent Visual and Performing Arts program which includes Chorus, Instrumental music, Strings, Foreign Language, and Art instruction. We also provide research-based reading and math intervention for students in all grade levels based on need as part of our Multi-Tiered System of Support for Students during our daily WIN (Whatever I Need) time. The El Morro School community enjoys strong support from parents and the community. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support our school programs and activities. El Morro's current student population is 404 students. The student population consists of approximately 26% who are socioeconomically disadvantaged, 4% who are English learners, and 10% who have disabilities.

El Morro Elementary School is committed to student success for all students. The teachers, staff, parents, and the community work together in partnership to do whatever it takes to maximize all students' potential so they can make positive contributions to our world. Our mission is that each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	46
Grade 2	61
Grade 3	74
Grade 4	84
Grade 5	83
Total Enrollment	419

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.7
Asian	3.8
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	15
Two or More Races	7.2
White	62.3
English Learners	2.9
Homeless	0.2
Socioeconomically Disadvantaged	24.8
Students with Disabilities	11.2

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)	29.50	100.00	135.80	88.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.30	0.20	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	16.20	10.61	18854.30	6.86
Total Teaching Positions	29.50	100.00	152.80	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)	27.00	100.00	134.40	94.82	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	1.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	5.50	3.94	15831.90	5.67
Total Teaching Positions	27.00	100.00	141.80	100.00	279044.80	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.

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)	27.10	98.80	139.80	96.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.70	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.20	3.80	2.67	14303.80	5.15
Total Teaching Positions	27.40	100.00	144.90	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators, and teachers look at how well students are performing according to state grade-level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade-level expectations. The District's Curriculum Council provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Council, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal devices at home and at school. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. The Curriculum Council establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

Laguna Beach Unified School District sets a high priority in ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing in September 2024 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw-Hill, 2017	Yes	0%
Mathematics	Math Expressions, Houghton Mifflin Harcourt, 2016	Yes	0%
Science	LBUSD Developed Science Curriculum-NGSS 2020	Yes	0%
History-Social Science	California Studies Weekly, 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

El Morro Elementary School is a comprehensive K-5 elementary school consisting of 38,285 square feet of building space and is located on a 10.2 acre coastal site. School facilities were built in the 1950's, with additions built in 2003. Ongoing building maintenance and replacement of materials and systems is routinely performed. The facility includes classrooms, a multipurpose room, administrative offices, restrooms, a Library / Media Center, and storage rooms. El Morro Elementary School provides a safe, clean, and innovative learning environment for students, staff, and volunteers. The below information reflects the most recent school facilities inspection and items identified to need repair are in the process of remediation.

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All systems working.
Interior: Interior Surfaces	X			Recently modernized all classrooms except Rooms 17-20 part of TK-Kinder Mod. Project scope of work.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All DF's upgraded to bottle fill type units. Temp. field restroom for students and staff was added in 2024.
Safety: Fire Safety, Hazardous Materials	X			Fire alarm system replaced in 2021.
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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	77	77	79	79	46	47
Mathematics (grades 3-8 and 11)	74	73	69	70	34	35

2023-24 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	238	233	97.90	2.10	77.25
Female	117	116	99.15	0.85	77.59
Male	121	117	96.69	3.31	76.92
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	64.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	75.00
White	167	163	97.60	2.40	79.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100.00	0.00	64.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	46.67

2023-24 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	238	233	97.90	2.10	72.53
Female	117	116	99.15	0.85	67.24
Male	121	117	96.69	3.31	77.78
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	67.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	62.50
White	167	163	97.60	2.40	73.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100.00	0.00	51.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	40.00

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	65.15	66.25	63.16	63.67	30.29	30.73

2023-24 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	81	80	98.77	1.23	66.25
Female	45	44	97.78	2.22	59.09
Male	36	36	100.00	0.00	75.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	52.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	67.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	45.45

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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%	98.8%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Parents and the community are important and supportive partners of the educational program at El Morro Elementary School. Our parents serve on the District English Language Advisory Council (DELAC), the School Site Council(SSC), and the Parent-Teacher Association (PTA). Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation. The PTA supports several enrichment programs at El Morro Elementary School, such as science education, art contests, Jog-a-Thon, school assemblies and field trips, Sea Lion Squad, PALS, and our PBIS programs. Parents who are interested in El Morro Elementary School's committees, school activities, or volunteer programs may contact the principal at (949) 497-7780.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	443	430	53	12.3
Female	208	200	23	11.5
Male	235	230	30	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	18	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	66	13	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	31	7	22.6
White	313	306	32	10.5
English Learners	26	26	5	19.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	118	115	27	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	58	9	15.5

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.53	0.46	1.13	2.79	2.31	3.64	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.04	0.04	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0.00
Female	0.48	0.00
Male	1.70	0.00
Non-Binary		
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	1.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.28	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.72	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.

2024-25 School Safety Plan

The safety of our students and staff is our top priority. The school has a closed campus; all visitors must sign in at the office using the Raptor Visitor Management System to ensure that accurate and reliable records are kept for every visitor that enters our school, every day. Parents, visitors, and volunteers insert their California Identification Cards or State-issued Driver's Licenses into our system at the front office, instantly screening their background to ensure the safety of all staff and students. Once their background has been verified, they are issued identification tags to wear while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all our students. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, evacuation, and lock-down drills are conducted throughout the school year and safety trainings are conducted with all staff members several times throughout the year in collaboration with local law enforcement and safety agencies.

A Comprehensive School Safety Plan was developed by the district in order to comply with Senate Bill 187 of 1997. The plan provides students and staff with a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in fall 2024. The plan is annually reviewed with our school safety team, staff, and the School Site Council.

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.

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	14	3	2	
1	16	4		
2	22		4	
3	15	5		
4	17	1	3	
5	24		3	

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	11	5		
1	16	4		
2	17	4		
3	17	4	1	
4	20	1	3	
5	17	1	3	

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	18	3		
1	15	3		
2	20	1	2	
3	18	4		
4	27		3	
5	28		3	
Other	5	1		

2023-24 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	419

2023-24 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)	1
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	0
Other	5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$33,871	$9,404	$24,467	$131,326
District	N/A	N/A	$21,555	$131,756
Percent Difference - School Site and District	N/A	N/A	12.7	-0.3
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	77.7	39.9

Fiscal Year 2023-24 Types of Services Funded

In addition to general fund state funding, El Morro Elementary School received supplemental state and federal categorical funding. Laguna Beach Unified School District continues to allocate its funding to improve student achievement, connectedness, and social-emotional wellness. Expanded learning opportunities address supplemental instruction and support within our district MTSS during the summer and academic school year. Universal, targeted support, and intervention are embedded within extended learning time offered in the summer, which includes social-emotional support and curriculum that is integrated into the offerings for grades K-8, enrichment and orientation classes, expanded credit recovery for grades 9-12, and English Learner support for grades K-12.

At El Morro Elementary School, Title I, Part A funds, and supplemental state funds contributed to services within our Multi-Tiered Systems of Support (MTSS) that provide for at-risk students. These services include reading intervention, small group academic support, assessment, intervention, and counseling. The District also continues to provide additional funding in direct services for English Learners, low-income, and foster youth. Some of the services to provide support and foster academic success for English Learners and reclassified English Learners at each school site are MTSS supports, including academic support classes, assessment, intervention, counseling, etc. at each site, an EL TOSA to provide support for teachers, professional development to teachers regarding CA-ELA/ELD frameworks, and oversight of the site EL programs and target students for additional support, a counselor/community liaison to provide support for students and parents, English Learner instructional assistants at all sites to directly support ELs, implementation integrated and designated ELD program for all ELs, English Language Development classes at all school sites, a summer ELD program, translation services for school/district events and meetings/conferences and parent education and involvement opportunities including DELAC. These direct services are designated specifically for English Learners and re-designated students. These services are meant to increase student achievement across all content areas and provide equal access to 21st-century learning and teaching. The expected annual outcomes are increased ELPAC scores, local and state testing (CAASPP, CAST, CAA) proficiency, engagement (attendance), and reclassification rates.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$67,698	$54,930
Mid-Range Teacher Salary	$113,930	$85,386
Highest Teacher Salary	$157,332	$111,172
Average Principal Salary (Elementary)	$196,529	$136,564
Average Principal Salary (Middle)	$212,872	$141,339
Average Principal Salary (High)	$232,248	$153,241
Superintendent Salary	$331,813	$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Laguna Beach Unified School District offers two professional development days for classified, management, and certificated staff at the beginning of each school year prior to the first day of school, as well as a variety of additional days throughout the year and after-school professional development opportunities. The District offers two full staff development days annually during the school year where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers are supported in additional training through workshops, conferences, and demonstration lessons on balanced literacy and math, NGSS, inquiry, writing, instructional strategies, assessment, school climate, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. State standards implementation and development of Essential Learning Outcomes in Math and ELA are continuous through district and staff trainings as well as weekly PLC grade-level meetings.

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. El Morro Elementary School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4