



El Morro Elementary School

8681 North Coast Highway • Laguna Beach, CA 92651 • (949) 497-7780 • Grades K-5

Mr. Christopher Duddy, Principal

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<http://www.lbusd.org/page.cfm?p=524>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Laguna Beach Unified School District

550 Blumont Street
Laguna Beach, CA 92651
(949) 497-7700
www.lbusd.org

District Governing Board

William Landsiedel
Ketta Brown
Carol Normandin-Parker
Dee Perry
Jan Vickers

District Administration

Sherine Smith, Ed. D.
Superintendent
Darlene Messinger
**Assistant Superintendent,
Instructional Services**
Dean West
**Assistant Superintendent, Business
Services**
Irene White
Director of Special Education
Mike Morrison
Chief Technology Officer
Leisa Winston
**Director, Human Resources/Public
Information**
Amy Kernan
**Coordinator, Assessment,
Accountability, and Special Projects**

School Description

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 2014-15 school year, El Morro Elementary School was nominated to receive recognition as a California Gold Ribbon School.

The El Morro Elementary School serves students in grades Transitional Kindergarten through grade 5 by providing a comprehensive educational program in the core subjects of English Language Arts, Math, Science, Social Studies and Physical Education. El Morro also offers an excellent Arts program which includes Chorus, Instrumental music, Strings, Foreign Language and Art instruction. The district is proud of its commitment to educate the whole child. Parents and the community also demonstrate a high level of support towards our students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support our school programs and activities. El Morro Elementary School serves its students on a traditional school calendar. Our school's students proudly call themselves the Sea Lions. During the 2014-2015 school year, 559 students were enrolled at El Morro Elementary School. The student population consisted of 13.7% socioeconomically disadvantaged, 8.1% English learners, and 12.1% students with disabilities.

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.

El Morro Elementary School is committed to student success. Teachers, staff and parents work together in partnership to do whatever it takes to maximize all students' potential so they can make positive contributions to our world. .

About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (949) 497-7780 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	82
Grade 2	93
Grade 3	99
Grade 4	113
Grade 5	104
Total Enrollment	581

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	1.9
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	1.2
White	73
Two or More Races	2.8
Socioeconomically Disadvantaged	12.6
English Learners	9
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
El Morro Elementary School	13-14	14-15	15-16
With Full Credential	27	28	29.5
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Laguna Beach Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
El Morro Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 the Board of Education, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels.

Laguna Beach Unified School District sets a high priority upon 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 on October 13, 2015, 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 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. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school 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. The chart below illustrates the most recent textbooks in use at El Morro Elementary School, as of October 2015.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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. SRA/Open Court, 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math Expressions, Houghton Mifflin Harcourt, 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Reflections, Harcourt Brace, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

El Morro Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 10.2 acres. School facilities were built in the 1950's with additions built in 2003. They span 38,285 square feet, and include classrooms, a multipurpose room, administrative offices, restrooms, a Library Media Center, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The chart below displays the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 3, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			Rotten door bottom in electrical rooms and room 20, Hole in mechanical room wall. Repairs planned or currently underway.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Poor drainage, new wood chips applied recently. Repairs planned or currently underway.
Overall Rating	Exemplary	Good	Fair	Poor	
	X	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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.70	19.40	64.10

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	74	76	44
Math	68	66	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	88
Male	90
Female	87
Black or African American	--
Asian	--
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	--
White	92
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	81
Foster Youth	--

* Scores are not shown 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	89	96	88	90	88	86	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	103	100	97.1	4	23	39	34
	4	113	107	94.7	12	19	30	39
	5	105	101	96.2	8	11	32	50
Male	3		59	57.3	5	25	39	31
	4		62	54.9	13	23	31	34
	5		53	50.5	6	17	32	45
Female	3		41	39.8	2	20	39	39
	4		45	39.8	11	13	29	47
	5		48	45.7	10	4	31	54
Black or African American	3		3	2.9	--	--	--	--
	4		3	2.7	--	--	--	--
	5		1	1.0	--	--	--	--
American Indian or Alaska Native	3		2	1.9	--	--	--	--
	4		2	1.8	--	--	--	--
Asian	3		6	5.8	--	--	--	--
	4		9	8.0	--	--	--	--
	5		6	5.7	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		1	0.9	--	--	--	--
Hispanic or Latino	3		19	18.4	11	26	32	32
	4		10	8.8	--	--	--	--
	5		13	12.4	23	23	23	31
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
	5		1	1.0	--	--	--	--
White	3		68	66.0	1	24	43	32
	4		79	69.9	13	18	28	42
	5		78	74.3	5	8	35	53
Two or More Races	3		1	1.0	--	--	--	--
	4		2	1.8	--	--	--	--
	5		2	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		19	18.4	11	32	32	26
	4		22	19.5	23	27	36	14
	5		11	10.5	9	27	36	27
English Learners	3		10	9.7	--	--	--	--
	4		6	5.3	--	--	--	--
	5		7	6.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		12	11.7	17	58	0	25
	4		8	7.1	--	--	--	--
	5		11	10.5	45	18	27	9
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	103	100	97.1	5	26	42	26
	4	113	107	94.7	7	30	43	20
	5	105	101	96.2	8	19	23	50
Male	3		59	57.3	7	19	49	24
	4		62	54.9	5	31	42	23
	5		53	50.5	8	17	23	51
Female	3		41	39.8	2	37	32	29
	4		45	39.8	11	29	44	16
	5		48	45.7	8	21	23	48
Black or African American	3		3	2.9	--	--	--	--
	4		3	2.7	--	--	--	--
	5		1	1.0	--	--	--	--
American Indian or Alaska Native	3		2	1.9	--	--	--	--
	4		2	1.8	--	--	--	--
Asian	3		6	5.8	--	--	--	--
	4		9	8.0	--	--	--	--
	5		6	5.7	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		1	0.9	--	--	--	--
Hispanic or Latino	3		19	18.4	11	37	32	21
	4		10	8.8	--	--	--	--
	5		13	12.4	31	15	23	31

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
	5		1	1.0	--	--	--	--
White	3		68	66.0	3	26	46	25
	4		79	69.9	8	24	51	18
	5		78	74.3	4	21	22	54
Two or More Races	3		1	1.0	--	--	--	--
	4		2	1.8	--	--	--	--
	5		2	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		19	18.4	11	42	16	32
	4		22	19.5	9	64	18	9
	5		11	10.5	9	36	18	36
English Learners	3		10	9.7	--	--	--	--
	4		6	5.3	--	--	--	--
	5		7	6.7	--	--	--	--
Students with Disabilities	3		12	11.7	33	33	25	8
	4		8	7.1	--	--	--	--
	5		11	10.5	45	18	18	18
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at El Morro Elementary School. Our parents serve on the English Language Advisory Council, the School Advisory Committee, the Parent Teacher Association (PTA), and the GATE Advisory Council. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation. The PTA supports several exciting programs at El Morro Elementary School, such as Science-On-The-Go, Art Masters, Colonial Days, Jog-A-Thon, numerous field trips and a community favorite, the Boo Blast. Parents who are interested in El Morro Elementary School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7780.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of our students and staff is our primary concern. The school has a closed campus; all visitors must sign in at the front office and wear identification tags 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.

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 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 updated in August 2015, and was reviewed with our school staff at that time as well.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.31	0.35	0.97
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.77	1.32	1.45
Expulsions Rate	0.03	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	13	11	12	6	6	8						
1	18	19	19	5	4	4						
2	21	20	22	1	3		4	1	4			
3	19	19	19	5	6	5						
4	27	24	27				4	4	4			
5	24	27	26	1			4	3	4			
Other	10	15	10	1	2	1		1				

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.50
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	559

* 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.

Professional Development provided for Teachers

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers two full staff development days annually during which teachers are offered a broad-based variety of professional growth opportunities in curriculum, instructional strategies and technology. To acquire specialized knowledge and skills, teachers at Laguna Beach High School participated in additional training through workshops, conferences, and demonstration lessons, on Common Core Mathematics, Literacy, STEM, Instructional Strategies, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. California Standards implementation is a continuous focus through district and staff trainings as well as weekly PLC department meetings.

Throughout the 2014-15 school year, teachers at El Morro Elementary School participated in training related to the California Standards, writing strategies (informative, narrative, argument/opinion), the new Math expressions curriculum, the new smarter balanced assessment, student engagement strategies including the Habits of Mind, and the four C's (collaboration, communication, critical thinking and creativity) to insure all students will meet grade level standards in all content areas. District and site administration along with teachers working in professional learning communities identify additional staff development needs,

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,329	\$40,379
Mid-Range Teacher Salary	\$93,717	\$62,323
Highest Teacher Salary	\$132,149	\$81,127
Average Principal Salary (ES)	\$154,311	\$99,192
Average Principal Salary (MS)	\$175,302	\$91,287
Average Principal Salary (HS)	\$157,121	\$112,088
Superintendent Salary	\$244,250	\$159,821
Percent of District Budget		
Teacher Salaries	34%	36%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9968	\$597	\$8,251	\$105,075
District	♦	♦	\$13,272	\$105,135
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-37.8	-0.1
Percent Difference: School Site/ State			54.3	61.0

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general fund state funding, Laguna Beach Unified School District received state and federal categorical funding for the following categorical, special education, and support programs:

- Title I, Improving Academic Achievement of the Disadvantaged
- Title II, Teacher Training
- Title III, Limited English Proficient
- Instructional Materials
- Special Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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