



Top of the World Elementary School

21601 Tree Top Lane • Laguna Beach, CA 92651 • (949) 497-7790 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Laguna Beach Unified School District

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School Description

Top of the World Elementary School is part of the Laguna Beach community. Sloping down the Laguna Hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. As a center for fine arts, Laguna Beach's culture is as unique as its landscape. During the 2007/2008 and 2013/2014 school years, Top of the World Elementary received recognition as a California Distinguished School.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the school district to support school programs and activities. Top of the World Elementary School serves students in grades kindergarten through five on a traditional school calendar. Our school is also home to the Community Learning Center, an alternative education program for students in grades one through four. Top of the World Elementary School focuses on differentiated instruction through its comprehensive Response to Instruction approach to meeting the needs of all students. During the 2013-2014, 657 students were enrolled in grades kindergarten through five at Top of the World Elementary School. The student population included 6.1% socioeconomically disadvantaged, 2.7% English learners, and 9.0% students with disabilities.

Top of the World Elementary School's mission is to create a challenging learning environment that encourages high expectations for success through developmental appropriate instruction that allows for individual differences and learning styles. Our teachers and support staff work together with our parents to ensure all of our students reach their potential and are prepared to make positive contributions to the world.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 497-7790.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	79
Gr. 1	98
Gr. 2	120
Gr. 3	131
Gr. 4	123
Gr. 5	105
Gr. 6	1
Total	657

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	4.3
Filipino	0.6
Hispanic or Latino	6.1
Native Hawaiian/Pacific Islander	0.0
White	79.9
Two or More Races	8.2
Socioeconomically Disadvantaged	6.1
English Learners	2.7
Students with Disabilities	9.0

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			
Top of the World Elementary School	12-13	13-14	14-15
Fully Credentialed	31	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Laguna Beach Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	142
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Top of the World Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

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 11, 2011, 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. Textbooks and instructional materials used within the District are aligned with the Common Core State Standards and 21st Century Learning. New Mathematics Adoption materials are being piloted for the 2014-2015 school year. 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, as of September 2014 for Top of the World Elementary School.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Top of the World Elementary School provides a safe, clean environment for our students, staff, and volunteers. The school is situated on 15.2 acres. School facilities were built in the 1970's with additions built in 1975 and 2003. They span more than 53,230 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: May 2014				
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]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Repairs made since last inspections
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	some drywall repairs needed in heater closets
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Fencing and play equipment repairs completed. Playground surface scheduled
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	84	91	90	90	90	89	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	84	86	86	81	86	83	54	56	55
Math	84	83	88	72	77	74	49	50	50
HSS				83	87	85	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	6	3	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.5	34.0	35.0

* 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.

2013-14 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	89
All Student at the School	90
Male	90
Female	91
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	91
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	67
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	5	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	5	0	9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 Top of the World Elementary School. Our parents serve on the School Advisory Committee (SAC), Parent Teacher Association (PTA) and the GATE Advisory Council. Numerous programs and activities are enriched by the generous contributions made by the School Power Education Foundation and the PTA. Parents who are interested in Top of the World Elementary School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7790.

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, 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 and disaster drills are conducted on a regular basis 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 last updated in August 2014 and is reviewed with our school staff at the beginning of each school year. Top of the World incorporates the Positive Behavior and Intervention Support Model in creating an atmosphere of kindness and caring among staff and students.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.4	0.1	0.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.6	2.8	1.3
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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	.50
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.40
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	673

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	15	14	13	6	6	6	0			0		
Gr. 1	18.2	19	20	6	1	1	0	5	4	0		
Gr. 2	20	18	20	6	7	1	0		5	0		
Gr. 3	20.8	20	19	4	1	6	0	5	1	0		
Gr. 4	27	26	24	0	1	1	4	3	4	0		
Gr. 5	31.5	31	26	0			4	4	4	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,920
Mid-Range Teacher Salary		\$59,803
Highest Teacher Salary		\$78,096
Average Principal Salary (ES)		\$95,836
Average Principal Salary (MS)		\$99,849
Average Principal Salary (HS)		\$107,599
Superintendent Salary		\$151,912
Percent of District Budget		
Teacher Salaries	31	37
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,500	\$335	\$8,165	\$99,688
District	♦	♦	\$11,357	\$99,992
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-28.1	-0.3
Percent Difference: School Site/ State			74.1	58.1

Types of Services Funded at Top of the World Elementary School

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:

- Economic Impact Aid
- Class Size Reduction
- Instructional Materials
- Special Education
- ESEA

Professional Development provided for Teachers at Top of the World Elementary School

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 where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers at Top of the World Elementary School participated in additional training through workshops, conferences, and demonstration lessons, on Common Core Mathematics, Literacy, Writing, Instructional Strategies, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. Common Core implementation is continuous through district and staff trainings as well as weekly PLC grade level department 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. Top of the World Elementary School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.