

# Top of the World 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.

### 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/>.

## 2025-26 School Contact Information

<b>School Name</b>	Top of the World Elementary School
<b>Street</b>	21601 Tree Top Lane
<b>City, State, Zip</b>	Laguna Beach, CA 92651
<b>Phone Number</b>	(949) 497-7790
<b>Principal</b>	Tom Turner
<b>Email Address</b>	tturner@lbusd.org
<b>School Website</b>	<a href="https://tow.lbusd.org/">https://tow.lbusd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	30-66555-6028922

## 2025-26 District Contact Information

<b>District Name</b>	Laguna Beach Unified School District
<b>Phone Number</b>	(949) 497-7700
<b>Superintendent</b>	Jason Glass, Ed.D.
<b>Email Address</b>	jglass@lbusd.org
<b>District Website</b>	<a href="http://www.lbusd.org">www.lbusd.org</a>

## 2025-26 School Description and Mission Statement

Top of the World Elementary School (TOW) is part of the Laguna Beach community. Sloping down the 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 2008 and 2014 school years, Top of the World Elementary received recognition as a California Distinguished School. In 2016, it was also recognized as a California Gold Ribbon School.

The Laguna Beach Unified School District serves students in grades pre-school 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

## 2025-26 School Description and Mission Statement

Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. TOW serves students in grades transitional kindergarten through five on a traditional school calendar. It focuses on differentiated instruction through its comprehensive Multi-tiered Systems of Support (MTSS) approach to meeting the needs of all students. The current enrollment at TOW is 535 students. The student population includes 18% who are socioeconomically disadvantaged, 2% who are English learners, and 9% who receive special education services.

Top of the World Elementary School's mission is to provide our students with a rigorous 21st-century learning environment that focuses on the uniqueness of each child, promotes a growth mindset, a community perspective, and develops the skills needed to become lifelong learners. 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 this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	72
Grade 2	73
Grade 3	109
Grade 4	88
Grade 5	96
<b>Total Enrollment</b>	<b>536</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.4
Asian	6
Black or African American	0.6
Filipino	0.2
Hispanic or Latino	12.5
Two or More Races	10.4
White	69.6
English Learners	3.4
Homeless	0.4
Socioeconomically Disadvantaged	16.4
Students with Disabilities	9

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.3	97.64	134.4	94.82	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.7	1.24	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	2.36	5.5	3.94	15831.9	5.67
<b>Total Teaching Positions</b>	27.9	100	141.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.1	98.98	139.8	96.48	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.2	0.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	0.7	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.3	1.02	3.8	2.67	14303.8	5.15
<b>Total Teaching Positions</b>	32.4	100	144.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.5	100	133.5	97.11	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.3	0.26	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	3.6	2.62	13705.8	4.91
<b>Total Teaching Positions</b>	32.5	100	137.5	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

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 on October 9, 2025, 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.

<b>Year and month in which the data were collected</b>	September 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders, McGraw-Hill, 2017	0%
<b>Mathematics</b>	Math Expressions Common Core, Houghton Mifflin Harcourt, 2016	0%
<b>Science</b>	Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program	0%
<b>History-Social Science</b>	California Studies Weekly, 2019	0%
<b>Foreign Language</b>		

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

## School Facility Conditions and Planned Improvements

Top of the World Elementary School provides a safe, clean environment for students, staff, and volunteers. The TK-5 school is located on a sloping lot that is approximately 15.2 acres. School facilities were built in the 1960s, with additions constructed in 1975, 2003, and 2017. The facilities consist of 56,640 square feet of building space. The facility includes classrooms, a multipurpose room, administrative offices, restrooms, a Library / Media Center, and storage rooms. The facility strongly supports teaching and learning through its ample classrooms, 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 currently being remediated.

Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC package units are in need of replacement in multiple classrooms (primarily Building F and select classrooms in other buildings). Sewer lines have root intrusion and are at the end of their useful life; repair/replacement planning is underway. Ongoing maintenance and monitoring of mechanical systems continues.
<b>Interior:</b> Interior Surfaces	X			Classroom sink countertops require replacement in multiple rooms due to wear and deterioration. Acoustical ceiling tiles in kitchen and storage areas are aging and scheduled for replacement. Carpet replacement is needed in select classrooms (e.g., G1, G2). Window shade replacement is needed in at least one classroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Site is generally maintained in good condition with no significant deficiencies noted. Ongoing custodial practices continue to ensure cleanliness standards are maintained.
<b>Electrical</b>	X			An electrical panel in the administration area requires replacement. Electrical systems otherwise remain functional and are being maintained.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms are functional and maintained. Upgrades are ongoing, including installation of hand dryers replacing paper towel dispensers in several locations. Minor improvements to fixtures and plumbing systems continue as needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No significant deficiencies noted. Systems are operational and maintained in compliance with safety standards.
<b>Structural:</b> Structural Damage, Roofs	X			No major structural deficiencies identified. Minor repairs include tile replacement in specific areas (e.g., kiln room). Roofs are generally in good condition, with one previously patched area under monitoring.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Perimeter fencing in the rear field area requires replacement. Irrigation system pump replacement is in progress. Lunch tables are aging and will require future replacement. Grounds improvements have been completed in several areas, with continued maintenance planned.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	80	80	79	77	47	48
<b>Mathematics</b> (grades 3-8 and 11)	81	81	70	72	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
<b>All Students</b>	288	284	98.61	1.39	79.93
<b>Female</b>	154	152	98.70	1.30	80.92
<b>Male</b>	134	132	98.51	1.49	78.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	95.24
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100.00	0.00	65.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	36	34	94.44	5.56	79.41
<b>White</b>	194	192	98.97	1.03	80.73
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	29	93.55	6.45	79.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	32	100.00	0.00	50.00

## 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	288	284	98.61	1.39	80.63
Female	154	152	98.70	1.30	74.34
Male	134	132	98.51	1.49	87.88
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	90.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	34	94.44	5.56	82.35
White	194	192	98.97	1.03	79.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	68.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	37.50

## 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
<b>Science</b> (grades 5, 8 and high school)	73.47	72.04	63.67	62.43	30.73	32.52

## 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	94	93	98.94	1.06	72.04
Female	46	46	100.00	0.00	73.91
Male	48	47	97.92	2.08	70.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	53.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	75.00
White	60	59	98.33	1.67	72.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	75.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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	99%	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

Parents and the community are very supportive of the educational program at Top of the World Elementary School. Our parents serve on the School Site Council (SSC), the Parent-Teacher Association (PTA), the Curriculum Council, and the Parent Advisory Council for Special Education. We also have a robust volunteer program that includes parent volunteers in our science lab, library, classrooms, garden, and at various school-wide events throughout the year. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation and the PTA. Parents interested in Top of the World Elementary School's committees, activities, or volunteer programs may contact the principal at (949) 497-7790.

#### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	545	44	8.1
Female	282	280	21	7.5
Male	270	265	23	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32	1	3.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	69	8	11.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	3	5.4
White	386	379	32	8.4
English Learners	18	18	1	5.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	98	97	13	13.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	66	9	13.6

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
2.28	1.24	0.18	2.31	3.64	1.93	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	0.04	0.08	0.04	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	0.18	0.00
Female	0.35	0.00
Male	0.00	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	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.26	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	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

The 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 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 to ensure the safety of students and staff during an emergency situation. 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 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 safely entering and exiting school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The plan was last updated in the fall of 2025. The plan is reviewed annually with our school safety team, staff, and the School Site Council. Top of the World incorporates the Positive Behavior and Intervention Support (PBIS) Model to support an atmosphere of kindness and caring among staff and students.

## 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	12	7	0	0
1	19	1	4	0
2	17	2	3	0
3	20	4	1	0
4	24	0	4	0
5	25	0	4	0
6	0	0	0	0
Other	0	0	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	17	4	0	0
1	18	4	0	0
2	20	5	0	0
3	23	0	4	0
4	24	0	4	0
5	25	0	4	0
6	0	0	0	0
Other	6	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	16	4		
1	18	4		
2	18	4		
3	22		5	
4	22	1	3	
5	24		4	
Other	5	1		

## 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	552

## 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)	1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	0.6

## 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
<b>School Site</b>	\$31,906	\$7,773	\$24,133	\$134,560
<b>District</b>	N/A	N/A	\$25,753	\$139,815
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.5	2.1
<b>State</b>	N/A	N/A	\$11,146	\$92,686
<b>Percent Difference - School Site and State</b>	N/A	N/A	76.6	42.2

## Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Top of the World 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.

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 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$71,081	\$57,978
<b>Mid-Range Teacher Salary</b>	\$119,624	\$89,612
<b>Highest Teacher Salary</b>	\$165,195	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$208,810	\$143,632
<b>Average Principal Salary (Middle)</b>	\$223,516	\$149,447
<b>Average Principal Salary (High)</b>	\$244,402	\$162,334
<b>Superintendent Salary</b>	\$341,768	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	29.72%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	6.46%	5.47%

## 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 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.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4