# Eucalyptus 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

| | |
|---|---|
| **School Name** | Eucalyptus Elementary School |
| **Street** | 12044 South Eucalyptus Ave. |
| **City, State, Zip** | Hawthorne, CA 90250-3602 |
| **Phone Number** | (310) 675-3369 |
| **Principal** | Ms. Sophia Vuong |
| **Email Address** | svuong@hawthorne.k12.ca.us |
| **School Website** | https://euc.hawthornesd.org/ |
| **Grade Span** | K-5 |
| **County-District-School (CDS) Code** | 1964592 6013957 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Hawthorne School District |
| **Phone Number** | (310) 676-2276 |
| **Superintendent** | Dr. Brian Markarian |
| **Email Address** | bmarkarian@hawthorne.k12.ca.us |
| **District Website** | www.hawthorne.k12.ca.us |

## 2025-26 School Description and Mission Statement

Mission Statement
To maximize each student's potential to achieve educational excellence and social and emotional well-being.

School Vision
A diverse community of lifelong learners who excel and positively contribute to an advancing global society.

School Profile
Eucalyptus School is located in the northern region of Hawthorne and serves students in grades transitional kindergarten (TK)

## 2025-26 School Description and Mission Statement

through five (5th) following a traditional calendar. At the beginning of the 2024-2025 school year, 709 students were enrolled. Of our current enrollment, 7% are enrolled in special education, 26% qualify for English Language Learner support and 91% qualify for free or reduced-price lunch.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 144 |
| **Grade 1** | 113 |
| **Grade 2** | 108 |
| **Grade 3** | 112 |
| **Grade 4** | 128 |
| **Grade 5** | 104 |
| **Total Enrollment** | 709 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 50.4 |
| **Male** | 49.6 |
| **American Indian or Alaska Native** | 1.1 |
| **Asian** | 1.8 |
| **Black or African American** | 11.3 |
| **Filipino** | 1 |
| **Hispanic or Latino** | 79 |
| **Native Hawaiian or Pacific Islander** | 1.4 |
| **Two or More Races** | 1 |
| **White** | 2.5 |
| **English Learners** | 26.1 |
| **Foster Youth** | 1.6 |
| **Homeless** | 0.6 |
| **Socioeconomically Disadvantaged** | 91.3 |
| **Students with Disabilities** | 7.3 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 37 | 98.67 | 346.7 | 91.72 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0.8 | 0.22 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.5 | 1.33 | 7.8 | 2.08 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 6.7 | 1.79 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0 | 0 | 15.8 | 4.19 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 37.5 | 100 | 378 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 33.8 | 97.13 | 331 | 90.45 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0 | 0 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 5.3 | 1.46 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 5.2 | 1.43 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 1 | 2.87 | 24.3 | 6.66 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 34.8 | 100 | 365.9 | 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 |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 29.6 | 83.17 | 297.2 | 83.15 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 2 | 0.56 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 1.1 | 0.32 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 2 | 5.6 | 22.6 | 6.33 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 4 | 11.2 | 34.4 | 9.63 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 35.7 | 100 | 357.4 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 0.50 | 0 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.50 | 0 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 2 |
| **Total Out-of-Field Teachers** | 0.00 | 0 | 2 |

## Class Assignments

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

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

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

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's list of standards-based materials adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 9, 2024, the Hawthorne School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees also adopted Resolution #9 to certify as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-2025 school year, the Hawthorne School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| | |
|---|---|
| **Year and month in which the data were collected** | October 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | 2017 McGraw Hill - World of Wonders (TK); 2017 Benchmark Education Co.: Benchmark Advance | 0% |
| **Mathematics** | 2017 McGraw Hill - World of Wonders (TK); 2026 Curriculum Associates: Classroom Mathematics California by i-Ready | 0% |
| **Science** | 2017 McGraw Hill - World of Wonders (TK); 2020 McGraw Hill: California Inspire Science | 0% |
| **History-Social Science** | 2017 McGraw Hill - World of Wonders (TK); 2017 California Studies Weekly | 0% |
| **Health** | 2006 Harcourt Houghton Mifflin | 0% |
| **Visual and Performing Arts** | Art: 2007 SRA/McGraw Hill; Music: 2005, 2008 Edition Pearson, Scott Foresman | 0% |

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

## School Facility Conditions and Planned Improvements

The Hawthorne School District takes great efforts to ensure that all schools are clean, safe, and functional. The district's Maintenance Department inspects each school site on an annual basis using the Facility Inspection Tool (FIT) developed by the State of California OPSC to identify unsafe or hazardous conditions and improvement needs. Deficiencies noted in the FIT were corrected immediately by either site custodial or district maintenance staff. The results of the FIT are available at the school site and at the district office. The district passed Measure HSD in November 2018 and will use inspection results to prioritize facilities and infrastructure upgrades and improvements to ensure bond dollars are used wisely. Bond projects completed district-wide include: HVAC replacement, roofing, asphalt and slurry coating, and new flooring at multiple sites.

Eucalyptus Elementary School's original facilities were built in 1950. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| | |
|---|---|
| **Year and month of the most recent FIT report** | December 2, 2025 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | Cord protector needed in Room 4, 5, Replace light bulbs-Room 207, Room 27-replace electrical outlet plate, |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | Fire extinguisher not signed: Cafeteria, Room 100, Room 27-replace fire extinguisher hook |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Stairs on second floor need deep cleaning |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 34 | 34 | 39 | 42 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 30 | 32 | 29 | 33 | 35 | 37 |

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 344 | 337 | 97.97 | 2.03 | 34.42 |
| **Female** | 171 | 167 | 97.66 | 2.34 | 34.73 |
| **Male** | 173 | 170 | 98.27 | 1.73 | 34.12 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 42 | 41 | 97.62 | 2.38 | 29.27 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 271 | 266 | 98.15 | 1.85 | 32.71 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 82 | 76 | 92.68 | 7.32 | 10.53 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 222 | 217 | 97.75 | 2.25 | 29.03 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 30 | 30 | 100.00 | 0.00 | 13.33 |

## 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** | 344 | 343 | 99.71 | 0.29 | 32.07 |
| **Female** | 171 | 171 | 100.00 | 0.00 | 27.49 |
| **Male** | 173 | 172 | 99.42 | 0.58 | 36.63 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 42 | 41 | 97.62 | 2.38 | 24.39 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 271 | 271 | 100.00 | 0.00 | 31.00 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 82 | 82 | 100.00 | 0.00 | 14.63 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 222 | 221 | 99.55 | 0.45 | 29.41 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 30 | 30 | 100.00 | 0.00 | 13.33 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 16.03 | 17.31 | 21.29 | 21.04 | 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** | 104 | 104 | 100.00 | 0.00 | 17.31 |
| **Female** | 51 | 51 | 100.00 | 0.00 | 15.69 |
| **Male** | 53 | 53 | 100.00 | 0.00 | 18.87 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 14 | 14 | 100.00 | 0.00 | 14.29 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 84 | 84 | 100.00 | 0.00 | 16.67 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 0 | 0 | 0 | 0 | 0 |
| **English Learners** | 21 | 21 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 65 | 65 | 100.00 | 0.00 | 13.85 |
| **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** | 100% | 100% | 100% | 100% | 100% |

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through weekly emails/SchoolMessenger, Peachjar flyers, the PTO, our school website, teacher/classroom communications and the Family Resource Center.
Contact the principal, Ms. Sophia Vuong, at (310) 675-3369 for more information on how to become involved in your child's learning environment.
The Hawthorne School District has also recently revised our procedures to clear parents to volunteer on campus, which includes a TB screener as well as fingerprinting. Once individuals are cleared to volunteer, opportunities will be communicated to our Eucalyptus families. We appreciate the home-school partnership and collaboration.

Volunteer opportunities include:
Classroom Assistant
Student Supervision
Family Resource Center Volunteer
Cafeteria Support
Study Trips (chaperone)

Committees
English Learner Advisory Council
Parent Teacher Organization
School Site Council
District Advisory Committee
Community Schools Advisory Council

School Activities
Back-to-School Night
Open House
Parent Education Workshops (monthly)
Student Awards Assemblies (Trimester 1, 2 and 3)
Stargazing & STEAM Family Night
Family Resource Center
Friendship Garden
Fall Festival
Hawthorne Parent Academy (HPA)
Moving Monday
Move to Fight Childhood Cancer Event
Koala-ty Kid Assemblies (Student of the Month)
Family Movie Night
Spring Family Dance

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 768 | 746 | 181 | 24.3 |
| **Female** | 385 | 371 | 84 | 22.6 |
| **Male** | 383 | 375 | 97 | 25.9 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 15 | 14 | 3 | 21.4 |
| **Black or African American** | 90 | 88 | 31 | 35.2 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 601 | 584 | 133 | 22.8 |
| **Native Hawaiian or Pacific Islander** | 11 | 11 | 3 | 27.3 |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 21 | 20 | 1 | 5.0 |
| **English Learners** | 209 | 200 | 43 | 21.5 |
| **Foster Youth** | 15 | 15 | 6 | 40.0 |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 693 | 677 | 171 | 25.3 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 63 | 63 | 18 | 28.6 |

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 |
| 0.26 | 0.61 | 0.78 | 4.18 | 4.24 | 1.68 | 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 | 0 | 0 | 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** | 0.78 | 0.00 |
| **Female** | 0.00 | 0.00 |
| **Male** | 1.57 | 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** | 1.11 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 0.67 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 9.09 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 0.00 | 0.00 |
| **English Learners** | 0.48 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 0.87 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 3.17 | 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 Comprehensive School Safety Plan is developed in consultation with the district office, law enforcement, and fire officials to fulfill the requirements of Senate Bill 187. Components of this plan include Child abuse reporting procedures, disaster response procedures, suspension and expulsion policies and procedures, procedures for teacher notification of dangerous pupils, discrimination and harassment policies, dress code policies, procedures for safe arrival and departure from school, and disciplinary rules and procedures specific to our school. The safety plan also includes action plans for creating a caring and connected school climate and for creating a physical environment that communicates respect for learning. Eucalyptus Elementary's safety plan will be discussed at a public meeting on January 23, 2026 and considered for approval by the School Site Council on January 23, 2026.

# 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** | 31 | 0 | 4 | 1 |
| **1** | 26 | 0 | 4 | 0 |
| **2** | 26 | 0 | 5 | 0 |
| **3** | 21 | 1 | 4 | 0 |
| **4** | 33 | 0 | 2 | 0 |
| **5** | 20 | 2 | 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** | 27 | 0 | 4 | 0 |
| **1** | 27 | 0 | 4 | 0 |
| **2** | 28 | 0 | 4 | 0 |
| **3** | 23 | 1 | 5 | 0 |
| **4** | 35 | 0 | 0 | 3 |
| **5** | 32 | 0 | 3 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 0 | 0 | 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** | 24 | | 4 | |
| **1** | 28 | | 4 | |
| **2** | 22 | 1 | 4 | |
| **3** | 28 | | 4 | |
| **4** | 26 | 1 | 4 | |
| **5** | 35 | | | 3 |
| **Other** | 2 | 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** | 737 |

## 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)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 1.5 |
| **Social Worker** | 1 |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $11,779.81 | $2,310.86 | $9,469.01 | $121,125.00 |
| **District** | N/A | N/A | $3,451.46 | $113,465 |
| **Percent Difference - School Site and District** | N/A | N/A | 93.1 | 6.5 |
| **State** | N/A | N/A | $11,146 | $101,700 |
| **Percent Difference - School Site and State** | N/A | N/A | -16.3 | 17.4 |

## Fiscal Year 2024-25 Types of Services Funded

For the 2024-2025 school year, Hawthorne School District spent an average of $19,697.88 of total general funds to educate each student (based on 2024-2025 unaudited financial statements and in accordance with calculations defined in Education Code §41372). In addition to general funds received from the state, Hawthorne School District receives funds from state and federal categorical programs and local sources that are used to support and assist students. Programs and services include but are not limited to Literacy and Math coaches; Specialized STEM education, afterschool enrichment and intervention classes; Dean of Students, Counselors; attendance support and intervention; bullying prevention and other social-emotional learning programs; medical services; and parental involvement.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $61,496 | $61,597 |
| **Mid-Range Teacher Salary** | $101,309 | $98,902 |
| **Highest Teacher Salary** | $130,030 | $126,340 |
| **Average Principal Salary (Elementary)** | $167,979 | $158,383 |
| **Average Principal Salary (Middle)** | $167,979 | $165,207 |
| **Average Principal Salary (High)** | $167,394 | $162,237 |
| **Superintendent Salary** | $297,570 | $288,332 |
| **Percent of Budget for Teacher Salaries** | 31.01% | 31.29% |
| **Percent of Budget for Administrative Salaries** | 6.06% | 5.38% |

## Professional Development

All training and curriculum development activities at Eucalyptus School revolve around the Common Core Standards and specific site-based needs. During the 2022-2023, 2023-2024, and 2024-2025 school years, Eucalyptus School held staff development training devoted to:

- Art Professional Development
- Common Core State Standards (CCSS)
- Math and ELA Collaboration
- Positive Behavior Intervention and Support (PBIS) and Olweus Bully Prevention Program
- School Safety Procedures
- Special Education
- NGSS (Science)

In addition, due to Covid 19 school closure in March, Professional Development in online instruction and Google Classroom, Meets, and Peardeck were provided to all staff.

Decisions concerning the selection of staff development activities are performed by the principal, the district, and the school's Data Team using tools such as data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Eucalyptus School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade-level teams to conduct data analysis to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-2023, 2023-2024, and 2024-2025 school years, Eucalyptus School's teachers had the opportunity to attend the following events hosted by the Hawthorne School District:

- Google Classroom, Meets, Peardeck
- Google Docs Training and Technology Training
- enVision Mathematics/Math Pedagogy and the EL Student
- English Language Arts Program Basics – Foundational Skills
- Fluency and Comprehension
- Taking a Closer Look – Comprehension and Writing
- English Language Development (ELD), Integrated ELD and Designated ELD)
- Using Math Manipulatives
- Footsteps to Brilliance and ST Math

## Professional Development

- Project-Based Learning
- Small Group and Workstation differentiation (ELA)
- Classroom Management Using PBIS Strategies
- Writing
- Olweus Bully Prevention Program
- Power Teacher Pro
- Preparing for Success with EL's
- Second Step: Social-Emotional Learning
- Arts Integration: Benchmark Advance Unit #5
- Substance Abuse
- ELA-Writing
- Math-Formative Assessment Strategies
- EL-Scaffolding Writing for EL's
- STEM-Supporting Students in Science
- STEM- Connecting Language and Science
- Mental Health
- Footsteps2Brilliance Overview and Refresher for Teachers New to Footsteps to Brilliance
- Footsteps2Brilliance Phonics and the Science of Reading
- Footsteps2Brilliance Writing with Footsteps to Brilliance
- ELA: Preparing for Success with ELA
- STEM: Connecting Life Science and Benchmark Advance
- Math: Preparing for Success with Math
- Capturing Kids' Hearts

Eucalyptus School supports new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

For the 2024-25 school year, Eucalyptus Elementary provided 5 full-day professional development sessions and 49 partial-day professional development sessions.

For the 2025-26 school year, Eucalyptus Elementary School provided 79 professional development sessions. Three of the sessions were full-day, and 76 partial-day professional development sessions. The partial sessions were comprised of district quarterly professional development sessions, Instructional Leadership Team Professional Development, School-specific collaboration sessions facilitated by school support staff, and Teacher collaboration sessions facilitated by school support staff and teacher leaders.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 41 | 54 | 79 |