Ramona 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	Ramona Elementary School
Street	4617 West 136th St.
City, State, Zip	Hawthorne, CA 90250-
Phone Number	PH: (310) 675-7189
Principal	Marisa Stewart
Email Address	mstewart@hawthorne.k12.ca.us
School Website	https://www.hsdramona.org/
Grade Span	K-5
County-District-School (CDS) Code	19645926013981

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

Principal's Message
Welcome to Ramona Elementary School! At Ramona, we are dedicated to delivering an exceptional educational experience for students in Transitional Kindergarten (TK) through Fifth Grade. As proud Ramona Rams, our mascot symbolizes determination, strength, and leadership—qualities our students embody and take pride in every day. Beyond these traits, our students shine with curiosity, creativity, kindness, and a readiness to meet the challenges of an ever-changing global society.

We are especially proud to be the home of the Hawthorne School District's Two-Way Bilingual Immersion Program, where students develop bilingual proficiency and cultural appreciation while excelling academically.

2025-26 School Description and Mission Statement

As the principal of Ramona Elementary School, it is my honor to lead and serve such a vibrant and dedicated school community. My goal is to ensure that every student, staff member, and family feels excited and valued when stepping onto our campus each day. Together, we create a positive, welcoming environment where learning and growth flourish.

Mission Statement
To maximize each student's potential to achieve educational excellence.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	136
Grade 2	129
Grade 3	117
Grade 4	118
Grade 5	119
Total Enrollment	767

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	12
Filipino	0.8
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.9
Two or More Races	1.7
White	5.3
English Learners	25.3
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	75.2
Students with Disabilities	7.7

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)	38.5	93.97	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)	1	2.44	7.8	2.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.34	6.7	1.79	11953.1	4.28
Unknown/Incomplete/NA	1.3	3.25	15.8	4.19	15831.9	5.67
Total Teaching Positions	40.9	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)	36.7	94.84	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	2	5.16	24.3	6.66	14303.8	5.15
Total Teaching Positions	38.7	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)	33.6	87.05	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	5.18	22.6	6.33	12112.8	4.34
Unknown/Incomplete/NA	3	7.77	34.4	9.63	13705.8	4.91
Total Teaching Positions	38.6	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	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	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	0.10	0	0
Local Assignment Options	0.00	0	2
Total Out-of-Field Teachers	0.10	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%
Foreign Language	2018 Benchmark Education Co.: Adelante	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.

Ramona Elementary School's original facilities were built in 1949. 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			Room 21, 23, 24, Speech, Staff Lounge, Library, Computer Lab-Replace light bulbs, Room 16-Plug in air fresheners are found in the classroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room 1, 2, K1, K2, -repair Exit sign, Room 4, 6, 7, 10-Fire extinguisher not signed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Play equipment left out,

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)	46	45	39	42	47	48
Mathematics (grades 3-8 and 11)	42	44	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	360	356	98.89	1.11	44.94
Female	181	179	98.90	1.10	44.13
Male	179	177	98.88	1.12	45.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	44	44	100.00	0.00	38.64
Filipino	--	--	--	--	--
Hispanic or Latino	277	273	98.56	1.44	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	65.22
English Learners	63	59	93.65	6.35	18.64
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	160	99.38	0.62	38.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	6.67

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	359	358	99.72	0.28	44.41
Female	181	180	99.45	0.55	36.67
Male	178	178	100.00	0.00	52.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	44	44	100.00	0.00	29.55
Filipino	--	--	--	--	--
Hispanic or Latino	276	275	99.64	0.36	42.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	69.57
English Learners	62	61	98.39	1.61	11.48
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	160	100.00	0.00	35.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	10.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.36	31.2	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	125	125	100.00	0.00	31.20
Female	62	62	100.00	0.00	20.97
Male	63	63	100.00	0.00	41.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	18	18	100.00	0.00	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	29.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100.00	0.00	19.64
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%	99.2%	99.2%	99.2%	99.2%

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

Parent Involvement
At Ramona Elementary School, we believe that strong partnerships between families and the school create the foundation for student success. We encourage parents and guardians to take an active role in their child's learning journey by volunteering in the classroom, participating in school decision-making groups, or attending events that celebrate and support student achievement.

We strive to keep parents well-informed about upcoming events, school activities, and opportunities for involvement. Communication is key, and we use a variety of platforms to connect with our school community, including flyers, the school marquee, newsletters, the school website, School Messenger, Facebook, and Instagram.

If you'd like to learn more about how you can get involved, please don't hesitate to contact the principal, the PTA president, or your child’s teacher at (310) 675-7189. Together, we can create an engaging, inclusive, and supportive learning environment for every student.

Ways to Get Involved
Here are just a few of the many opportunities available for parents to volunteer, participate, and engage:

Classroom Read-Alouds: Share your love of reading by reading stories to students.
English Learner Advisory Council (ELAC): Help support our English learner programs and provide valuable input.
Parent Teacher Association (PTA): Join our PTA to collaborate on school events, fundraisers, and initiatives.
School Site Council (SSC): Participate in shaping school goals and priorities.
Special Events: Attend and support Back to School Night, Open House, and Student Recognition Assemblies.
Educational Nights: Engage in family learning at Literacy Nights, Math Nights, and Art Nights.
Parent Education Workshops: Gain tools and strategies to support your child’s education at home.
Title I Parent Meetings: Collaborate with the school to optimize programs funded by Title I.
Two-Way Bilingual Immersion Parent Meetings: Support and celebrate bilingual education programs.

We look forward to working with you to ensure every student thrives academically, socially, and emotionally. Your involvement makes a lasting difference in our school community!

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	810	792	130	16.4
Female	404	395	64	16.2
Male	406	397	66	16.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0
Black or African American	105	98	15	15.3
Filipino	--	--	--	--
Hispanic or Latino	613	605	103	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	5	38.5
White	44	43	3	7.0
English Learners	204	198	37	18.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	612	601	111	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	72	18	25.0

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	0.49	0.74	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	0.74	0.00
Female	0.00	0.00
Male	1.48	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	0.95	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.49	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.35	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 Senate Bill 187 requirements. 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 a physical environment that communicates respect for learning. Ramona's safety plan will be discussed at a public meeting on January 24, 2025, and will be considered for approval by School Site Council on February 14, 2025.

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	24	0	6	0
1	25	0	5	0
2	17	2	5	0
3	23	1	4	0
4	23	1	4	0
5	24	1	4	0
6	0	0	0	0
Other	11	1	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	21	2	4	0
1	25	0	5	0
2	25	0	5	0
3	25	0	5	0
4	29	0	4	0
5	26	1	2	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	20	2	3	
1	19	2	5	
2	26		5	
3	23	2	3	
4	24	1	4	
5	30		3	

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	765

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	0.5
Social Worker	
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	$11,107.79	$1,754.67	$9,353.12	$120,023.00
District	N/A	N/A	$3,451.46	$113,465
Percent Difference - School Site and District	N/A	N/A	92.2	5.6
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-17.5	16.5

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 Ramona School revolve around the California State Standards. During the 2022-2023, 2023-2024, and 2024-2025 school years, Ramona School held staff development training devoted to:

- Common Core State Standards (CCSS)
- Curriculum and Instruction (Math and Language Arts)
- EL Student Achievement
- Increasing Student Collaboration and Engagement
- Positive Behavior Intervention and Support (PBIS)
- School Safety
- Special Education
- Google Classroom
- Student Achievement
- Social-Emotional Support

Decisions concerning the selection of staff development activities are performed by the principal, the English learner special projects teacher, the literacy coach, the counselor, and the math coach using tools such as student surveys and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Ramona School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade-level teams to analyze data 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, Ramona School's teachers had the opportunity to attend the following events hosted by the Hawthorne School District:

- enVision Mathematics
- Project-Based Learning
- High-Quality Physical Education
- 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

Professional Development

- ST Math
- Technology Training
- Classroom Management Using PBIS Strategies
- Math Pedagogy and the EL Student
- Writing
- Social Emotional Support
- 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

Ramona 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, Ramona Elementary School provided 5 full-day professional development sessions and 49 partial-day professional development sessions.

For the 2025-26 school year, Ramona 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