

Hamilton Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address: 2089 Rose Villa St.
Pasadena, CA , 91107-
5078

Principal: Erika Cooper, Principal

Phone: (626) 396-5730

Grade P-5
Span:

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/>.

About This School

Erika Cooper, Principal

📍 Principal, Hamilton Elementary

About Our School



Contact

Hamilton Elementary
2089 Rose Villa St.
Pasadena, CA 91107-5078

Phone: [\(626\) 396-5730](tel:6263965730)

Email: blanco.elizabeth@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Hamilton Elementary
Street	2089 Rose Villa St.
City, State, Zip	Pasadena, CA , 91107-5078
Phone Number	(626) 396-5730
Principal	Erika Cooper, Principal
Email Address	cooper.erika@pusd.us
Website	http://hamilton.pusd.us
Grade Span	P-5
County-District-School (CDS) Code	19648816021612

School Description and Mission Statement (School Year 2025–26)

Our supportive and nurturing elementary school empowers students to become confident, creative, and successful leaders. We cultivate these essential skills through a student leadership focus and a social-emotional learning (SEL) embedded curriculum.

Our dedicated STEM Lab coordinator collaborates with teachers to deliver hands-on, engaging STEM labs on a weekly basis. Additionally, our passionate librarian inspires a deep appreciation for both imaginative literature and informative nonfiction.

Mission Statement: As a team of teachers, staff, parents, and community members, our educational philosophy is embedded in all we do. Our mission is "to nurture, inspire, and challenge our students to become confident, creative, and successful leaders of tomorrow." Our goal is to cultivate each child's love of learning through artistic, imaginative, and academic avenues. We actively teach our children to embrace the wonders of the world in which they live while striving

to create confident and capable individuals with integrity and a sense of social responsibility.

School Motto

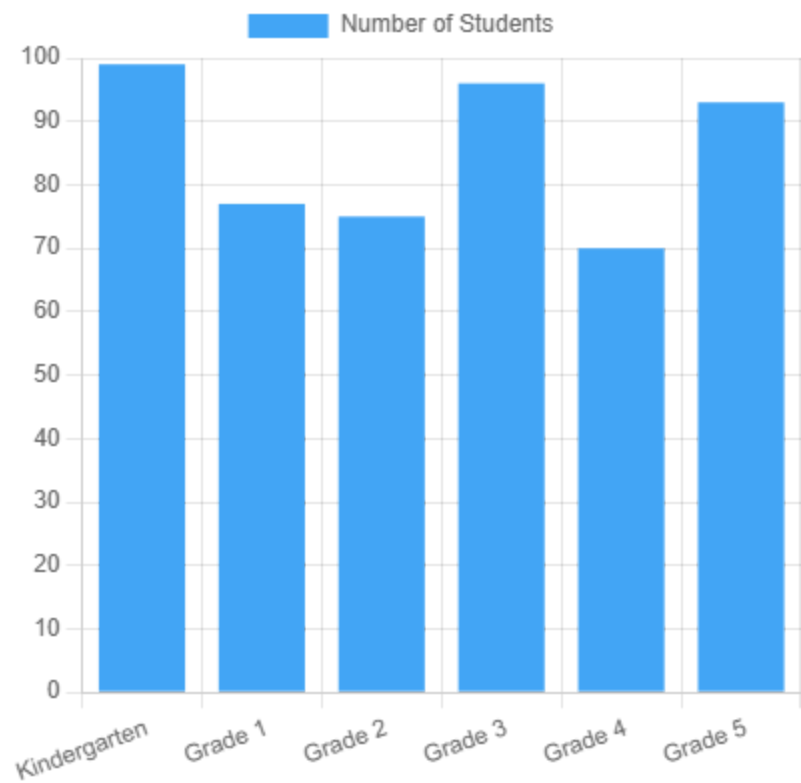
"I will begin each day with a smile and a positive attitude. I will follow the rules to be a good citizen. I will work hard each day to do my best. I want to learn. I can learn. I will learn. I will be safe, respectful, and responsible. I am a Hamilton Bobcat!"

In addition to our robust academic programs, we offer weekly art, physical education, and music classes. Students in 4th and 5th grade can also participate in our instrumental band and choir. We have also partnered with the Rose Bowl Aquatic Center to provide swimming lessons to our 3rd and 4th grade students.

Our school is committed to providing a friendly, welcoming, and student-focused environment where every child can thrive.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	99
Grade 1	77
Grade 2	75
Grade 3	96
Grade 4	70
Grade 5	93
Total Enrollment	510



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	46.70%
Male	53.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	10.20%
Black or African American	8.00%
Filipino	3.10%
Hispanic or Latino	43.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	12.20%
White	21.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.50%
Foster Youth	1.40%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	52.70%
Students with Disabilities	17.50%

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

Teacher Preparation and Placement (School Year 2021–22)

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)	19.50	86.67%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.44%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	8.89%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	22.50	100.00%	763.80	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	19.50	95.12%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.88%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	20.50	100.00%	731.40	100.00%	277698.00	100.00%

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.

Teacher Preparation and Placement (School Year 2023–24)

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)	19.00	95.00%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.00%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	20.00	100.00%	745.90	100.00%	278927.10	100.00%

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	1.00	1	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	1	1.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5%	5.8%	5.00%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 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	Heggerty Bridge to Reading student READ book V1	0
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading student READ book V3	
	Heggerty Bridge to Reading student READ book V1	
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading student READ book V3	
	Heggerty Bridge to Reading student READ book V1	
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading student READ book V3	
	Heggerty Bridge to Reading student READ book V1	
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading Oral Reading	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Fluency (ORF) Heggerty Phonological Awareness ELA Grades 3-5 TCM ENGLISH LANGUAGE Language DEVELOPMENT ~GRADES Power K-5	
Mathematics	iReady Classroom K Vol 1 (2024) Math K iReady Classroom K Vol 2 (2024) Math K iReady Classroom 1 Vol 1 (2024) Math 1 iReady Classroom 1 Vol 2 (2024) Math 1 iReady Classroom 2 Vol 1 (2024) Math 2 iReady Classroom 2 Vol 2 (2024) Math 2 iReady Classroom 3 Vol 1 (2024) Math 3 iReady Classroom 3 Vol 2 (2024) Math 3 iReady Classroom 4 Vol 1 (2024) Math 4 iReady Classroom 4 Vol 2 (2024) Math 4 iReady Classroom 5 Vol 1 (2024) Math 5 iReady Classroom 5 Vol 2 (2024) Math 5	0
Science	STEMscopes K-5 Science	0
History-Social Science	TCI-ME AND MY WORLD (2016) Kinder Social Studies TCI-MY SCHOOL AND FAMILY (2016) 1st Social Studies TCI-MY COMMUNITY (2016) 2nd Social Studies TCI-CALIFORNIA'S COMMUNITIES (2016) 3rd Social Studies TCI-CALIFORNIA PROMISE (2016) 4th Social Studies TCI-AMERICA'S PAST (2016) 5th Social Studies TCI-ME AND MY WORLD - Notebook Kinder Social Studies TCI-MY SCHOOL AND FAMILY - Notebook 1st Social Studies	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	TCI-MY COMMUNITY - 2nd Social Notebook Studies TCI-CALIFORNIA'S 3rd Social COMMUNITIES - Studies Notebook TCI-CALIFORNIA PROMISE 4th Social - Notebook Studies TCI-AMERICA'S PAST - 5th Social Notebook Studies	
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	62%	61%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	54%	58%	35%	36%	35%	37%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	265	98.88%	1.12%	60.75%
Female	119	117	98.32%	1.68%	61.54%
Male	149	148	99.33%	0.67%	60.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	23	23	100.00%	0.00%	86.96%
Black or African American	22	22	100.00%	0.00%	40.91%
Filipino	--	--	--	--	--
Hispanic or Latino	113	110	97.35%	2.65%	42.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	40	40	100.00%	0.00%	75.00%
White	62	62	100.00%	0.00%	80.65%
English Learners	20	20	100.00%	0.00%	25.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	86	96.63%	3.37%	32.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	44	95.65%	4.35%	11.36%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	265	98.88%	1.12%	58.11%
Female	119	117	98.32%	1.68%	55.56%
Male	149	148	99.33%	0.67%	60.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	23	23	100.00%	0.00%	95.65%
Black or African American	22	22	100.00%	0.00%	36.36%
Filipino	--	--	--	--	--
Hispanic or Latino	113	110	97.35%	2.65%	37.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	40	40	100.00%	0.00%	67.50%
White	62	62	100.00%	0.00%	85.48%
English Learners	20	20	100.00%	0.00%	30.00%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	86	96.63%	3.37%	33.72%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	44	95.65%	4.35%	13.64%

Note: 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	45.07%	44.57%	31.97%	31.36%	30.73%	32.33%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	92	98.92%	1.08%	44.57%
Female	43	42	97.67%	2.33%	45.24%
Male	50	50	100.00%	0.00%	44.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78%	2.22%	36.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	21	21	100.00%	0.00%	61.90%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	31	96.88%	3.12%	29.03%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	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.

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	98.9%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

The district is committed to partnering with families and invites all parents to get involved in their child's education. Parents are encouraged to participate and serve in groups like the African American Parent Council (AAPC), Parent-Teacher-Student Association (PTSA)/Parent-Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC) to have a voice in school decision-making.

Families are also welcome to attend field trips as chaperones, share their expertise as guest speakers and teachers in classes, and join in other fun school events like the Cultural Fair, Family Dance, STEM Night/Science Fair, and Carnival.

To support parents, the district provides a variety of educational opportunities. These include workshops to enhance parenting skills, explain curriculum and assessments, offer strategies for academic support at home, and develop social-emotional growth, advocacy, and leadership abilities. The district also actively recruits parents to volunteer in schools and serve in leadership roles on parent advisory committees.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	542	537	70	13.0%
Female	251	248	19	7.7%
Male	291	289	51	17.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	57	3	5.3%
Black or African American	43	42	10	23.8%
Filipino	16	16	2	12.5%
Hispanic or Latino	228	226	44	19.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	66	6	9.1%
White	116	115	3	2.6%
English Learners	71	71	12	16.9%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	308	305	55	18.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	103	36	35.0%

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.

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

Rate	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
Suspensions	0.00%	0.39%	0.74%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74%	0.00%
Female	0.00%	0.00%
Male	1.37%	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	4.65%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.88%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.32%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.92%	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.

School Safety Plan (School Year 2025–26)

At Hamilton Elementary, the safety and well-being of students and staff is our top priority. All visitors must sign in at the office and wear a visitor's pass at all times. Our campus is monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers also help supervise students during recess, and there are designated drop-off and pick-up areas.

Our School Site Safety Plan is reviewed and updated annually by the Leadership Team and School Site Council. At the start of each school year, this plan is shared with all staff and modified based on student data. The plan was most recently updated in February 2025 to ensure a safe, orderly, and drug-free learning environment that complies with all relevant laws, rules, and regulations.

Hamilton's disaster preparedness plan outlines clear steps to protect students and staff during emergencies. Regular fire, disaster, and lockdown drills are conducted throughout the year to ensure our community is prepared.

We are committed to providing a welcoming, secure campus where all students can learn and thrive. Please let us know if you have any other questions about our safety protocols.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	3	0
1	27.00	0	3	0
2	23.00	0	3	0
3	26.00	0	3	0
4	30.00	0	2	0
5	27.00	0	3	0
6	0.00	0	0	0
Other**	16.00	2	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	3	0
1	22.00	0	3	0
2	21.00	1	3	0
3	24.00	0	3	0
4	29.00	0	3	0
5	36.00	0	0	2
6	0.00	0	0	0
Other**	13.00	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	24.00		3	
2	23.00		3	
3	23.00	1	3	
4	34.00			1
5	29.00		3	
6				
Other**	15.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Hamilton Elementary School serves PK, TK-5 students, including two Special Day Classes, with a variety of funded services aimed at enhancing students' academic, social, and emotional development. The campus features a large multipurpose room, library, Reading Partners learning center, health and wellness room, conference room, computer lab, cafeteria, and auditorium—all integral to the comprehensive educational experience offered at Hamilton.

Technology: Technology plays a key role in Hamilton's curriculum. The school funds a dedicated computer teacher who provides 45-minute weekly lessons to all students, where they engage in project-based learning and develop essential computer skills. Students work on a variety of projects, including computer programming, word processing, robotics, and podcasting, which are aligned with state technology standards. The school's **computer lab** is equipped with three 3D printers, allowing students to bring their creations to life. **One-to-one Chromebooks** are provided to students for both classroom and home use, ensuring they have access to technology at all times.

Library Services: The school funds a **library coordinator** who exposes students to a wide range of literature and teaches them the necessary skills to effectively use library resources. Students participate in weekly library sessions where they explore award-winning books, develop library skills, and learn how to access various resources. Additionally, Hamilton students benefit from access to local community resources such as the **PTA**, local libraries, art galleries (e.g., Kidspace, Armory, Norton Simon, and Huntington), music centers (e.g., Pasadena

Philharmonic), and mental health services (e.g., Foothill Family Services), which are funded to enrich the students' learning experiences.

Armory Center of Pasadena Partnership: Through a partnership with the **Armory Center of Pasadena**, Hamilton offers the "**Artful Connections**" program, which integrates visual arts into math and science lessons. This hands-on program uses art to support learning in these subjects, addressing diverse learning styles and promoting critical thinking, problem solving, and creativity. The program helps students make abstract concepts more accessible and relevant.

Theater Programming: The school funds a **theater program** where students engage in creative learning through performance. They explore acting, improvisation, character development, empathy, conflict, and emotion, all in a safe and creative environment. The program emphasizes memorization, physical performance, and vocal control, providing students with a fun, interactive way to engage with the arts.

Social Emotional Learning (SEL): Hamilton integrates **Social Emotional Learning (SEL)** across all grades. The school funds staff training to help recognize at-risk behaviors and provide a network of support services for students. These services are aimed at fostering positive personal and social development, ensuring that students are supported in achieving their emotional and academic goals.

School-Based Mental Health Services: The school provides **mental health services** through partnerships with **Foothill Family Services**, offering counseling and referrals for students and families. The **Young and Healthy** program also provides additional support for students and their families, addressing emotional well-being as part of the overall educational experience.

Response to Intervention (RTI) Health and Wellness Coach: Hamilton funds a dedicated **RTI Health and Wellness Coach** who works directly with students to promote health and well-being. The coach collaborates with teachers to ensure students are supported in both their academic and personal development.

Intervention Services: The school offers **intervention services** to support students who require additional help. An **intervention teacher** provides targeted literacy, math, and social-emotional strategies to students identified by their teachers, ensuring that every child has the opportunity to succeed.

Special Education Services: For students with exceptional needs, Hamilton provides specialized instruction through **Individualized Education Plans (IEPs)**. The school offers a **Resource Specialist Program (RSP)**, where students receive additional assistance from a **Resource Specialist Teacher, Occupational Therapists**, and **Speech/Language Specialists**, funded to address individual learning needs.

Gifted and Talented Education (GATE): **GATE**-identified students are clustered into specific classrooms where they engage in enrichment activities that go beyond the regular curriculum. This program is funded to provide intellectually gifted students with additional challenges and opportunities for growth.

English Learner Programs (EL): Students identified as **English Learners (EL)** are supported through both **designated** and **integrated EL instruction**. They may be

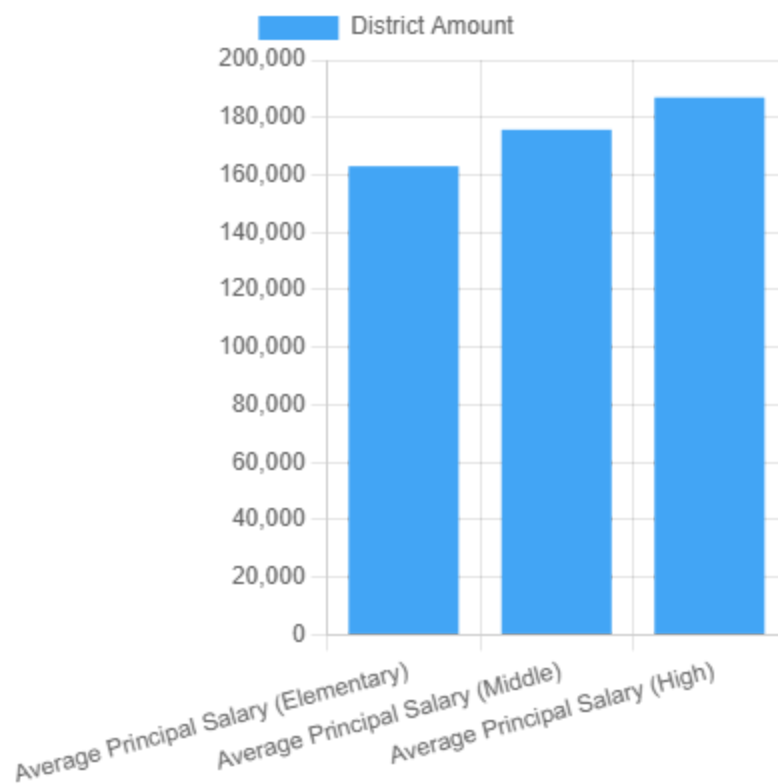
pulled out of their regular classes to receive extra assistance from the **Instructional Coach** or **intervention teachers**. These services are funded to ensure EL students have the support they need to succeed academically and linguistically.

These funded services at Hamilton Elementary work together to provide a well-rounded education, supporting students academically, emotionally, and socially, and ensuring they have access to the resources they need to succeed.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6