

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

Address:	2600 Paloma St. Pasadena, CA , 91107- 2642	Principal:	Dr. Charel Bailey, Principal
Phone:	(626) 396-5660	Grade Span:	K-5

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

Dr. Charel Bailey, Principal

📍 Principal, Norma Coombs Elementary

About Our School



Dr. Bailey brings over 15 years of experience as a dedicated and highly accomplished educator and administrator across K-12 and higher education settings. Her commitment to fostering inclusive, student-centered environments is evident throughout her leadership in school counseling, student support services, and community engagement.

Dr. Bailey holds a Doctorate in Educational Leadership from the University of Southern California, as well as degrees in Communication Studies from California State University, Long Beach, and in School Counseling Leadership and Education Administration from California State University, Los Angeles.

Contact

Norma Coombs Elementary
2600 Paloma St.
Pasadena, CA 91107-2642

Phone: (626) 396-5660

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)

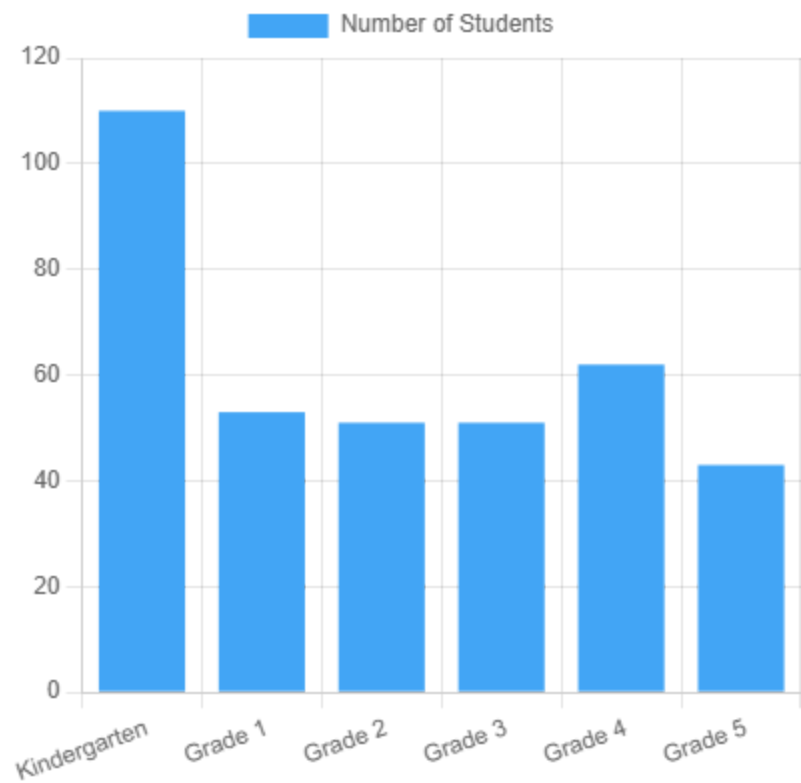
School Name	Norma Coombs Elementary
Street	2600 Paloma St.
City, State, Zip	Pasadena, CA , 91107-2642
Phone Number	(626) 396-5660
Principal	Dr. Charel Bailey, Principal
Email Address	bailey.charel@pusd.us
Website	http://normacoombs.pusd.us
Grade Span	K-5
County-District-School (CDS) Code	19648811932409

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

Norma Coombs Elementary School (NCES) is a Kindergarten through Fifth Grade multicultural public school. NCES asks every student to engage actively in the process of learning through exploring, questioning and creative problem-solving. We believe that it's important for our children to develop their own unique voice, demonstrate respect for others and pursue a commitment to society. We are forward-thinking, innovative educators. Our staff pioneered the successful Readers' and Writers' Workshop model. We have a progressive response to intervention model which is founded our principles of respect, responsibility and integrity.

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	53
Grade 2	51
Grade 3	51
Grade 4	62
Grade 5	43
Total Enrollment	370



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

Student Group	Percent of Total Enrollment
Female	45.10%
Male	54.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	3.20%
Black or African American	16.20%
Filipino	1.10%
Hispanic or Latino	60.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.70%
White	11.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.00%
Foster Youth	1.10%
Homeless	2.70%
Migrant	0.00%
Socioeconomically Disadvantaged	64.30%
Students with Disabilities	22.20%

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)	16.50	100.00%	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)	0.00	0.00%	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	0.00	0.00%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	16.50	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)	14.00	93.33%	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)	0.00	0.00%	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	1.00	6.67%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	15.00	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)	14.70	92.18%	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	6.25%	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	0.20	1.56%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	15.90	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	0.00	0	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	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)	0%	0%	6.20%
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%	4.50%

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 Kinder- Reading Foundations	0
	Heggerty Bridge to Reading student READ book V2 Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 3rd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 3rd- Reading Foundations	
	Heggerty Bridge to Reading Oral Reading Foundations	

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 - Notebook 2nd Social Studies TCI-CALIFORNIA'S COMMUNITIES - Notebook 3rd Social Studies TCI-CALIFORNIA PROMISE - Notebook 4th Social Studies TCI-AMERICA'S PAST - Notebook 5th Social 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	Poor	
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	Fair
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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)	42%	48%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	34%	37%	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	147	137	93.20%	6.80%	48.18%
Female	72	67	93.06%	6.94%	55.22%
Male	75	70	93.33%	6.67%	41.43%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	18	17	94.44%	5.56%	23.53%
Filipino	--	--	--	--	--
Hispanic or Latino	97	90	92.78%	7.22%	46.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	15	88.24%	11.76%	60.00%
English Learners	17	14	82.35%	17.65%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	69	95.83%	4.17%	39.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	26	83.87%	16.13%	19.23%

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	147	133	90.48%	9.52%	36.84%
Female	72	65	90.28%	9.72%	32.31%
Male	75	68	90.67%	9.33%	41.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	18	15	83.33%	16.67%	6.67%
Filipino	--	--	--	--	--
Hispanic or Latino	97	89	91.75%	8.25%	34.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	15	88.24%	11.76%	60.00%
English Learners	17	14	82.35%	17.65%	7.14%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	65	90.28%	9.72%	29.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	25	80.65%	19.35%	16.00%

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)	22.73%	34.21%	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	40	39	97.50%	2.50%	33.33%
Female	19	19	100.00%	0.00%	31.58%
Male	21	20	95.24%	4.76%	35.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83%	4.17%	26.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	35.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95.2%	92.9%	92.9%	92.9%	92.9%

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 provides parent education opportunities to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Parents are encouraged to participate and serve in groups such as the African American Parent Council (AAPC) and Parent-Teacher-Student Association (PTSA)/Parent-Teacher Association (PTA) and in school decision making through the School Site Council (SSC) and the English Language Advisory Committee (ELAC). Parents are invited to attend field trips as chaperones, be guest speakers and teachers in classes, and be a part of all other school events.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

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	405	390	108	27.7%
Female	183	178	46	25.8%
Male	222	212	62	29.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	3	20.0%
Black or African American	69	62	21	33.9%
Filipino	--	--	--	--
Hispanic or Latino	236	231	64	27.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	25	7	28.0%
White	44	44	9	20.5%
English Learners	57	53	10	18.9%
Foster Youth	--	--	--	--
Homeless	18	17	5	29.4%
Socioeconomically Disadvantaged	301	292	92	31.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	97	36	37.1%

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	0.31%	1.12%	0.25%	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	0.25%	0.00%
Female	0.55%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	1.45%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.33%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.02%	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)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in February of 2025. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year. Our staff is trained on the emergency procedures and we practice these protocols often.

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	20.00	2	1	0
1	20.00	1	1	0
2	25.00	0	2	0
3	17.00	2	0	0
4	19.00	1	1	0
5	23.00	1	1	0
6	0.00	0	0	0
Other**	14.00	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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	2	0
1	16.00	1	2	0
2	17.00	1	2	0
3	18.00	1	2	0
4	13.00	2	1	0
5	14.00	2	1	0
6	0.00	0	0	0
Other**	0.00	0	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	17.00	2	2	
1	18.00	1	2	
2	17.00	1	2	
3	17.00	1	2	
4	21.00	1	1	1
5	14.00	2	1	
6				
Other**				

* 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	1.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	1.00

* 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)

Norma Coombs Elementary School offers a wide array of funded services and programs to ensure that our students receive a well-rounded and impactful education. Our school employs a dedicated team of professionals, including core content teachers, **Fine Arts instructors**, **Resource Specialists**, an **Instructional Coach**, an **Intervention Teacher**, a **School Psychologist**, a **Nurse**, and a **Community Assistant**, all working collaboratively to meet the diverse needs of our students.

To further support our students outside of regular school hours, Norma Coombs offers the **LEARNs Before and After School Program**, providing additional learning and enrichment opportunities for students.

Our teaching staff is highly experienced and well-trained, and their expertise significantly impacts student learning outcomes. This veteran team is focused on providing high-quality instruction across all subject areas, with particular emphasis on literacy development. Our primary instructional goal is to build and enhance students' **reading and literacy skills**, including **Reading**, **Writing**, **Listening**, **Speaking**, and **Viewing**. We achieve this through a **balanced literacy framework** that incorporates a variety of instructional strategies:

- **Reading Aloud (Modeled Reading)**
- **Modeled or Interactive Writing**
- **Shared Reading**
- **Shared Writing**
- **Guided Reading**
- **Guided Writing (Writing Workshop)**

- **Independent Reading & Writing**

Each classroom is equipped with a **classroom library** containing over **600 books**, ensuring students have access to diverse reading materials. Additionally, we provide a **1:1 Chromebook ratio** for every **TK-5 student**, ensuring all students have access to technology to support their learning.

In addition to core academic instruction, Norma Coombs prioritizes enrichment programs to foster creativity and critical thinking. Our **Signature Ceramics Program** ensures that every student has the opportunity to participate in a semester of ceramics, while our music program guarantees that every grade level receives **music education**.

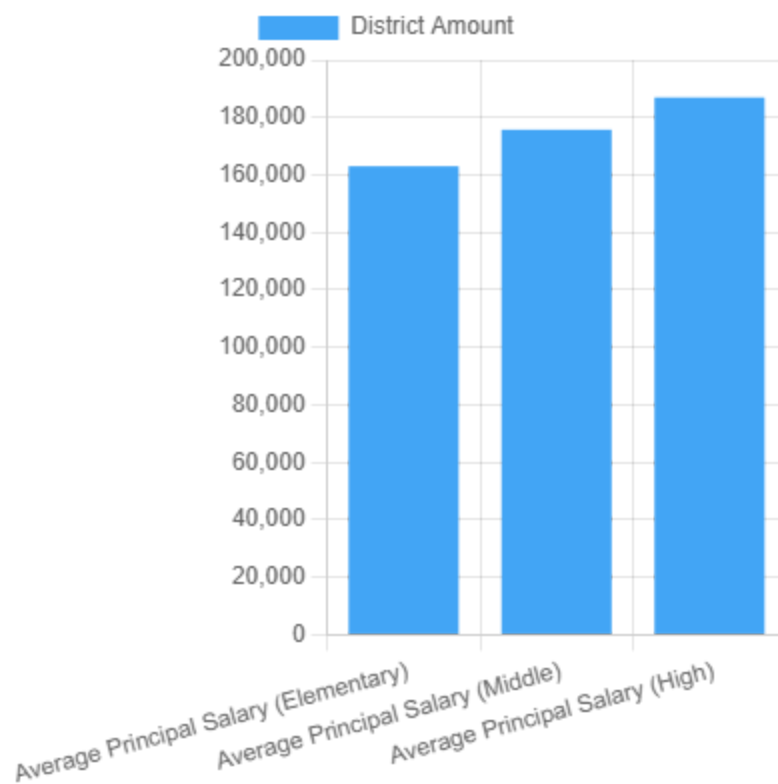
Our **Code to the Future** program, a **Science Immersion Program**, provides weekly **coding classes** for all students in grades TK-5, enabling them to explore the world of technology and innovation.

These funded programs and services are integral to providing a holistic education that supports both academic and personal growth for all students at Norma Coombs Elementary School.

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