

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Blair High School	19-64881-1931062	April 14, 2022	June 23, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement  
English Learners

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Blair High School is in alignment with ESSA. ESSA includes provisions that will help to ensure success for students and schools. Here is a sample of some of the language within the law.. Advances equity by upholding critical protections for America's disadvantaged and high-need students.

Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards..

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Blair High School involved all stakeholders in the development of the school plan. The principal worked with department chairs and department groups, the instructional leadership team (ILT) to get specific input with the plan based on data and we worked on an accountability plan as well. As principal got input, I shared with SSC for their questions, comments and input. Blair's SSC is made

up of parents, students and staff and the discussion was an ongoing conversation from February to April of 2021.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Blair is a 6th-12th grade school with about 1,000 students. We have several signature programs; Dual Language Immersion Program (DLIP), International Baccalaureate (IB), Middle Years Programme (MYP), Diploma Programme (DP), Careers Program (CP), ROTC, International Academy (IA), Health Careers Academy (HCA) which require additional resources and staffing. Being a small school with several programs creates a challenge in master schedule because it creates inequities in class sizes for teachers.

## School Vision and Mission

### School Mission:

Blair High and Middle School provides an environment where a shared commitment (by staff, students, parents and community) to learning, cooperation, tolerance and self-discipline will enable our students to become lifelong learners and responsible participants in our culturally diverse, democratic society.

The International Baccalaureate (IB) Program is a holistic, integrated approach to thinking, teaching and learning that emphasizes international understanding and responsible citizenship.

### School Vision:

The staff at Blair International Baccalaureate School believes that all students have the potential to learn the core of knowledge that ultimately leads to a productive, independent lifestyle.

We are committed to providing ALL students, within a safe, clean, secure environment equal access to the core curriculum while emphasizing college and career readiness.

We are committed to developing effective programs to enhance EVERY student's talents and abilities, including programs for students with special needs and English Learners.

We are committed to providing programs to ALL students that promote multicultural, civic and environmental awareness.

We are committed to providing avenues for parent and community involvement and constantly looking to improve

## School Profile

### School Profile Description

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Blair High School is one of four comprehensive high schools in the Pasadena Unified School District (PUSD). Blair School has maintained an unwavering commitment to providing students with a rigorous academic foundation on which to build a successful future for more than 50 years. During the 2015 - 2016 school year, 989 students are enrolled in grades six through twelve.

PUSD is an open-enrollment district. The majority of the students who attend Blair are on permit. They do not live in Blair's attendance zone. Seventy percent (70%) of the students who attend Blair qualify for free/reduced price lunch.

Blair has a diverse student population with the majority of students being Hispanic/Latino. Blair houses PUSD's International Academy. As a result, students speak more than 30 different languages. Approximately, 70% of the students qualify for free/reduced price lunch.

The high school students are temporarily located in the Allendale Elementary School building, while we wait for the "A" campus re-modernization project is completed. The project is expected to be completed in December of 2018 (18 months total). This is the 3rd year of using the alternate site. Blair will occupy the Allendale campus again in 2017-2018. Our library/media center is currently being housed in a double bungalow. Our access to books and media resources through the library are limited.

Blair has very active parental involvement. Parents are supportive of the school and its programs through Parent Student Teacher Association (PTSA), English Learner Advisory Committee (ELAC), Middle School Advisory, School Site Council (SSC), Dual Language Immersion Parent Advisory Committee (DLIP - PAC), Blair Design Team, Music boosters, and other parent groups.

The majority of print communication is sent out in English and Spanish. Weekly phone blasts are sent in English and Spanish. Translation is provided at most of the parent meetings through our Community Assistant.

The school design model is the International Baccalaureate (IB) Program. All Blair students enrolled in grades 6 - 10 are IB Middle Years Program (IBMYP) students. IBMYP students must receive 50 contact hours of instruction each year in English, History, Math, Science, PE, World Language (Spanish), Art or Music, and Technology. Additionally, the Learner Profile is infused throughout all IB classes.

The Health Careers Academy (HCA) has students in grades 9 - 12. The HCA achieved National Academy Foundation (NAF) Certified Model Academy in 2016. The HCA works closely with advisory board members from local medical agencies and community organizations.. In 2017-2018, CAHA will fully relocate to John Muir HS with the appropriate cooking facilities.

Blair also has students enrolled in the Spanish Dual Language Immersion Program. In 2018-2019, approximately 122 students will be enrolled in grades 6- 10. In middle school, students are enrolled in two Spanish Dual Language courses, Social Science and Spanish Language Arts (SLA).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.3%	0.1%	0.19%	3	1	2
African American	7.98%	7.8%	6.74%	81	86	72
Asian	4.14%	3.7%	3.18%	42	41	34
Filipino	2.56%	3.0%	2.43%	26	33	26
Hispanic/Latino	68.37%	63.3%	64.23%	694	697	686
Pacific Islander	0%	0.2%	0.28%	0	2	3
White	14.98%	19.2%	20.51%	152	211	219
Multiple/No Response	1.58%	2.3%	1.97%	16	25	21
<b>Total Enrollment</b>				1,015	1,102	1068

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	167	173	136
Grade 7	159	178	169
Grade 8	169	174	181
Grade 9	138	154	150
Grade 10	129	161	154
Grade 11	140	128	150
Grade 12	113	134	128
<b>Total Enrollment</b>	1,015	1,102	1,068

### Conclusions based on this data:

1. The number of African American students has decreased several years in a row, will need to analyze how developed feeder patterns has impacted this.

2. Blair needs to continue to develop and hone it's marketing plan. The consistent presentations at our feeder schools has helped us develop strong relationships with those schools and communities.
3. We need to develop an internal marketing plan to keep our 8th graders.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	279	224		27.5%	20.3%	
Fluent English Proficient (FEP)	282	334		27.8%	30.3%	
Reclassified Fluent English Proficient (RFEP)	9	63		3.7%	22.6%	

### Conclusions based on this data:

1. ELs continue to be about 25% of our student population, which requires all staff to know how to support ELs.
2. Most of the ELs at Blair are in the level 1 and 2, which makes ELD a high need for Blair.
3. Our Instructional Coach should be able to help increase our reclassification rate.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	148	171		144	0		143	0		97.3	0.0	
Grade 7	159	181		149	0		149	0		93.7	0.0	
Grade 8	165	173		157	0		157	0		95.2	0.0	
Grade 11	123	130		90	109		90	106		73.2	83.8	
All Grades	595	655		540	109		539	106		90.8	16.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2501.			19.58			23.78			18.18			38.46		
Grade 7	2502.			13.42			28.19			12.08			46.31		
Grade 8	2533.			19.11			20.38			22.29			38.22		
Grade 11	2536.	2571.		15.56	21.70		21.11	33.96		24.44	16.04		38.89	28.30	
All Grades	N/A	N/A	N/A	17.07	21.70		23.56	33.96		18.74	16.04		40.63	28.30	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	23.94			33.80			42.25		
Grade 7	19.46			37.58			42.95		
Grade 8	26.28			31.41			42.31		
Grade 11	15.56	20.75		38.89	56.60		45.56	22.64	
All Grades	21.97	20.75		35.01	56.60		43.02	22.64	

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	20.42			41.55			38.03		
Grade 7	25.50			32.21			42.28		
Grade 8	23.72			37.18			39.10		
Grade 11	19.10	24.53		42.70	38.68		38.20	36.79	
All Grades	22.57	24.53		37.87	38.68		39.55	36.79	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	16.20			52.11			31.69		
Grade 7	9.40			51.01			39.60		
Grade 8	15.38			52.56			32.05		
Grade 11	12.22	10.38		61.11	70.75		26.67	18.87	
All Grades	13.41	10.38		53.45	70.75		33.15	18.87	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	28.17			35.92			35.92		
Grade 7	21.48			38.93			39.60		
Grade 8	25.64			37.82			36.54		
Grade 11	25.56	17.92		42.22	67.92		32.22	14.15	
All Grades	25.14	17.92		38.36	67.92		36.50	14.15	

2019-20 Data:

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**Conclusions based on this data:**

1. The ELA/ELD dept is considering using the same reading program (HMRI), which will help students become more familiar.
2. HMRI training must be a focus for this year, all ELA/ELD teachers must be fluent in HMRI.
3. .





# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	148	171		148	0		148	0		100	0.0	
Grade 7	159	181		150	0		150	0		94.3	0.0	
Grade 8	165	173		157	0		157	0		95.2	0.0	
Grade 11	123	130		104	98		104	98		84.6	75.4	
All Grades	595	655		559	98		559	98		93.9	15.0	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2463.			15.54			10.81			20.95			52.70		
Grade 7	2467.			6.00			15.33			26.67			52.00		
Grade 8	2500.			21.02			9.55			15.92			53.50		
Grade 11	2488.	2554.		9.62	9.18		13.46	21.43		5.77	24.49		71.15	44.90	
All Grades	N/A	N/A	N/A	13.42	9.18		12.16	21.43		18.25	24.49		56.17	44.90	

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	19.59			16.22			64.19		
Grade 7	11.33			28.67			60.00		
Grade 8	22.29			18.47			59.24		
Grade 11	15.38	15.31		12.50	46.94		72.12	37.76	
All Grades	17.35	15.31		19.50	46.94		63.15	37.76	

### 2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	13.51			33.78			52.70		
Grade 7	6.67			36.00			57.33		
Grade 8	21.66			25.48			52.87		
Grade 11	6.73	15.31		34.62	48.98		58.65	35.71	
All Grades	12.70	15.31		32.20	48.98		55.10	35.71	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	15.54			33.78			50.68		
Grade 7	8.67			46.67			44.67		
Grade 8	17.83			36.94			45.22		
Grade 11	8.65	15.31		36.54	67.35		54.81	17.35	
All Grades	13.06	15.31		38.64	67.35		48.30	17.35	

2019-20 Data:

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**Conclusions based on this data:**

1. Consistent implementation of i-Ready by all staff must be a priority.
2. Math department will start to use formative data to help inform instruction.
3. Re-teaching and emphasizing foundational skills will be crucial for student success at the beginning of next school year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1422.2	1500.5		1419.7	1499.1		1424.3	1501.5		27	32	
7	1449.3	1500.2		1435.1	1493.0		1463.0	1506.9		29	27	
8	1455.9	1489.4		1439.6	1492.0		1471.7	1486.3		39	32	
9	1446.0	1510.5		1429.9	1501.1		1461.6	1519.3		35	29	
10	1459.3	1473.4		1433.9	1439.7		1484.2	1506.5		53	38	
11	1422.6	1474.5		1389.1	1451.5		1455.6	1497.0		50	30	
12	1516.1	1518.0		1497.1	1508.0		1534.6	1527.5		42	24	
<b>All Grades</b>										275	212	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	12.50		18.52	43.75		33.33	15.63		48.15	28.13		27	32	
7	3.45	3.70		24.14	40.74		17.24	29.63		55.17	25.93		29	27	
8	0.00	6.25		23.08	25.00		25.64	15.63		51.28	53.13		39	32	
9	2.86	10.71		14.29	17.86		17.14	28.57		65.71	42.86		35	28	
10	3.77	2.78		16.98	13.89		24.53	22.22		54.72	61.11		53	36	
11	2.00	6.67		10.00	3.33		16.00	23.33		72.00	66.67		50	30	
12	9.52	8.33		23.81	12.50		26.19	45.83		40.48	33.33		42	24	
<b>All Grades</b>	3.27	7.18		18.18	22.49		22.55	24.88		56.00	45.45		275	209	

### 2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	18.52	25.00		29.63	40.63		11.11	12.50		40.74	21.88		27	32	
7	24.14	14.81		6.90	44.44		27.59	18.52		41.38	22.22		29	27	
8	2.56	18.75		33.33	12.50		15.38	15.63		48.72	53.13		39	32	
9	11.43	21.43		11.43	21.43		14.29	17.86		62.86	39.29		35	28	
10	7.55	11.11		24.53	13.89		13.21	22.22		54.72	52.78		53	36	
11	2.00	10.00		20.00	16.67		6.00	13.33		72.00	60.00		50	30	
12	16.67	16.67		33.33	25.00		11.90	29.17		38.10	29.17		42	24	
<b>All Grades</b>	10.55	16.75		23.27	24.40		13.45	18.18		52.73	40.67		275	209	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	6.25		0.00	12.50		25.93	37.50		74.07	43.75		27	32	
7	0.00	0.00		10.34	25.93		24.14	25.93		65.52	48.15		29	27	
8	0.00	3.13		10.26	6.25		23.08	25.00		66.67	65.63		39	32	
9	0.00	7.14		8.57	0.00		20.00	32.14		71.43	60.71		35	28	
10	0.00	5.56		5.66	5.56		32.08	13.89		62.26	75.00		53	36	
11	2.00	3.33		0.00	6.67		30.00	16.67		68.00	73.33		50	30	
12	2.38	4.17		19.05	4.17		35.71	45.83		42.86	45.83		42	24	
<b>All Grades</b>	0.73	4.31		7.64	8.61		28.00	27.27		63.64	59.81		275	209	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>6</b>	3.70	6.25		29.63	68.75		66.67	25.00		27	32	
<b>7</b>	3.45	0.00		31.03	62.96		65.52	37.04		29	27	
<b>8</b>	0.00	12.50		28.21	28.13		71.79	59.38		39	32	
<b>9</b>	2.86	7.14		20.00	42.86		77.14	50.00		35	28	
<b>10</b>	1.89	0.00		52.83	38.89		45.28	61.11		53	36	
<b>11</b>	0.00	0.00		20.00	26.67		80.00	73.33		50	30	
<b>12</b>	0.00	0.00		42.86	45.83		57.14	54.17		42	24	
<b>All Grades</b>	1.45	3.83		33.09	44.50		65.45	51.67		275	209	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>6</b>	44.44	65.63		11.11	12.50		44.44	21.88		27	32	
<b>7</b>	34.48	66.67		27.59	11.11		37.93	22.22		29	27	
<b>8</b>	33.33	37.93		25.64	17.24		41.03	44.83		39	29	
<b>9</b>	37.14	48.15		17.14	14.81		45.71	37.04		35	27	
<b>10</b>	28.30	27.78		15.09	25.00		56.60	47.22		53	36	
<b>11</b>	28.00	30.00		4.00	16.67		68.00	53.33		50	30	
<b>12</b>	59.52	52.17		11.90	21.74		28.57	26.09		42	23	
<b>All Grades</b>	37.09	46.08		15.27	17.16		47.64	36.76		275	204	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	6.25		11.11	21.88		88.89	71.88		27	32	
7	0.00	7.41		17.24	37.04		82.76	55.56		29	27	
8	2.56	3.13		10.26	21.88		87.18	75.00		39	32	
9	0.00	7.41		25.71	33.33		74.29	59.26		35	27	
10	3.77	5.56		26.42	16.67		69.81	77.78		53	36	
11	2.00	3.33		28.00	20.00		70.00	76.67		50	30	
12	7.14	8.70		52.38	34.78		40.48	56.52		42	23	
<b>All Grades</b>	2.55	5.80		25.82	25.60		71.64	68.60		275	207	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	3.70	12.50		44.44	59.38		51.85	28.13		27	32	
7	0.00	0.00		58.62	70.37		41.38	29.63		29	27	
8	2.56	0.00		53.85	50.00		43.59	50.00		39	32	
9	0.00	3.57		45.71	50.00		54.29	46.43		35	28	
10	3.77	5.56		49.06	41.67		47.17	52.78		53	36	
11	0.00	3.33		32.00	33.33		68.00	63.33		50	30	
12	4.76	8.33		57.14	62.50		38.10	29.17		42	24	
<b>All Grades</b>	2.18	4.78		48.00	51.67		49.82	43.54		275	209	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Blair is still struggling with how academically low students in IA are coming in with. Many have no to little schooling and are really struggling with trauma, many do not live with family.
2. Reading and writing are the lowest domains for our students, we need to support those students and teachers with reading and writing. Now that EL Coach has been on campus for 2 years, we should start to see a steady increase in this data.
3. LADD has been very supportive of Blair admin, IA teachers, and the EL Coach, we are constantly refining our process and expectations.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1102	62.3	20.3	1.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	224	20.3
Foster Youth	18	1.6
Homeless	41	3.7
Socioeconomically Disadvantaged	687	62.3
Students with Disabilities	135	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	86	7.8
American Indian or Alaska Native	1	0.1
Asian	41	3.7
Filipino	33	3.0
Hispanic	697	63.2
Two or More Races	25	2.3
Native Hawaiian or Pacific Islander	2	0.2
White	211	19.1

### Conclusions based on this data:

1. The establishment of the Armenian Academy at Blair during contributed to an increase in enrollment of over 100 students for the 2021-2022 school year.



2. We have three ethnic groups that are 10% or higher at Blair; Hispanics are 66.3%, Whites are 13.1%, and African Americans are 10.1%. These 3 groups make up 90% of the school.
3. Our middle school will be at capacity in the 2021-2022 school year.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  Orange	
<b>English Learner Progress</b>		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. ELA and Math continue to be a focus at Blair, based on dashboard data. We do have two new Assistant Principals to help lead the work with those departments.
2. Academic engagement and conditions & climate are yellow, which tells me the conditions for improvement are there.
3. If we can narrow our focus, especially around Math, ELA, and ELs, we should be able to make improvements.

# School and Student Performance Data

## Academic Performance English Language Arts

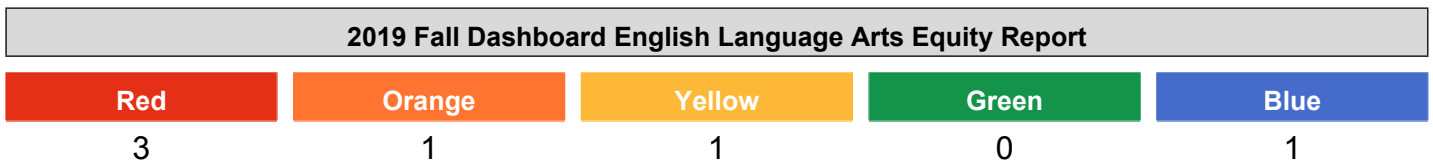
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 29.2 points below standard Maintained ++1.5 points 508	<p><b>English Learners</b></p> Red 133.4 points below standard Maintained ++2.3 points 140	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color 117.7 points below standard Increased Significantly ++15 points 20	<p><b>Socioeconomically Disadvantaged</b></p> Red 78.4 points below standard Declined -4.5 points 294	<p><b>Students with Disabilities</b></p> Red 102.8 points below standard Declined -4.4 points 67

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 38 points below standard Maintained ++1.6 points 53	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 72.8 points above standard Declined -9.1 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.7 points below standard Increased ++9.6 points 335	 No Performance Color 80.7 points above standard 11	 No Performance Color 0 Students	 Blue 72 points above standard Maintained -0.1 points 72

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
165.1 points below standard Increased Significantly ++17.4 points 91	75.3 points below standard Declined -3.7 points 49	19.5 points above standard Maintained ++1.5 points 253

#### Conclusions based on this data:

1. Blair must be given a full-time EL Coach or TOSA to help support our International Academy students and Long Term ELs.
2. English Learners, Hispanic, and socioeconomically disadvantaged students are in the red, we must devise an improvement plan.
3. How many of our level 1 English Learners are going in each classification? Meaning they are duplicates in Hispanic, EL, and SED.

# School and Student Performance Data

## Academic Performance Mathematics

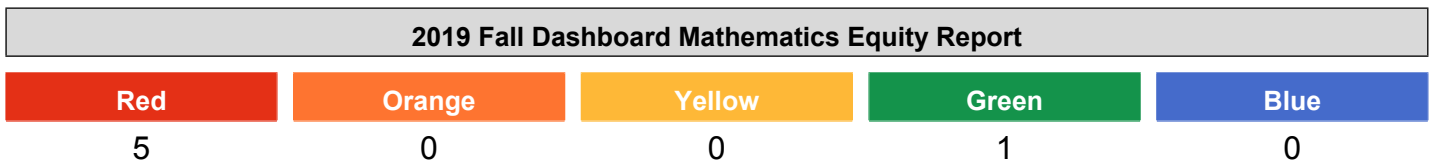
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 84.7 points below standard Declined -7.8 points 512	<p><b>English Learners</b></p> Red 188.7 points below standard Declined -14.6 points 143	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color 194.4 points below standard Declined Significantly -19.1 points 20	<p><b>Socioeconomically Disadvantaged</b></p> Red 136.2 points below standard Declined -12.7 points 297	<p><b>Students with Disabilities</b></p> Red 179.2 points below standard Declined -10 points 67

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 103.5 points below standard Declined -8 points 53	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 62.7 points above standard Increased ++5 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.7 points below standard Maintained ++0.4 points 338	 No Performance Color 35.4 points above standard 11		 Green 12.2 points above standard Declined Significantly -18.3 points 72

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
221.4 points below standard Increased ++4.2 points 94	126.4 points below standard Declined Significantly -23.5 points 49	35.4 points below standard Declined -4.6 points 254

#### Conclusions based on this data:

1. Math dept must have a plan to use formative data to inform instruction.
2. Blair has 5 subgroups in the red in math, meaning math is an issue for most students.
3. RFEPs, who usually have strong data, dropped in math as well. Must get math department input to reverse the negative trend and create a sustainable plan.

# School and Student Performance Data

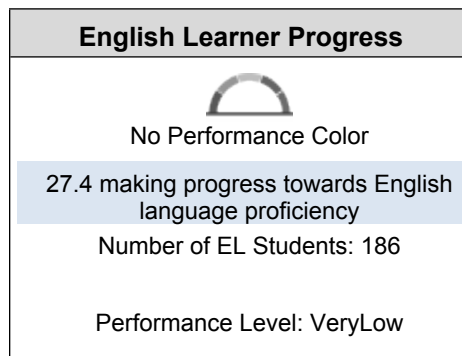
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8	52.6	2.1	25.2

#### Conclusions based on this data:

1. ELPAC year 1 data tells us the half of our ELs are at level 1, meaning that about 130 students are at the beginning level with language acquisition.
2. If Blair collaborates with the LADD office, then we can update our EL Master plan, specifically with anything regarding the International Academy. This started this year, but we never completed it
3. In year two of the ELPAC, I would predict that the percentage of students in levels 2 and 3 would increase, meaning that students will show progress.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	135	100
<b>African American</b>	11	8.1
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	7	5.2
<b>Filipino</b>	8	5.9
<b>Hispanic</b>	91	67.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	14	10.4
<b>Two or More Races</b>	4	3
<b>English Learners</b>	55	40.7
<b>Socioeconomically Disadvantaged</b>	108	80
<b>Students with Disabilities</b>	22	16.3
<b>Foster Youth</b>	1	0.7
<b>Homeless</b>	10	7.4



<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	10	7.6
<b>African American</b>	2	18.2
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	1	1.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	4	28.6
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	7	6.6
<b>Students with Disabilities</b>	1	4.8
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	14	10.6
<b>African American</b>	3	27.3
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	3	3.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	2	14.3
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	10	9.4
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	20	14.8
<b>African American</b>	3	27.3
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	12	13.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	2	14.3
<b>Two or More Races</b>		
<b>English Learners</b>	1	1.8
<b>Socioeconomically Disadvantaged</b>	17	15.7
<b>Students with Disabilities</b>	1	4.5
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	42	31.1
<b>African American</b>	7	63.6
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	15	16.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	8	57.1
<b>Two or More Races</b>		
<b>English Learners</b>	3	5.5
<b>Socioeconomically Disadvantaged</b>	35	32.4
<b>Students with Disabilities</b>	4	18.2
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	7	5.2
African American	3	27.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.1
Native Hawaiian or Pacific Islander		
White	1	7.1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	6	5.6
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
All Students	9	6.7
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	3.3
Native Hawaiian or Pacific Islander		
White	2	14.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	6	5.6
Students with Disabilities	0	0
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	1	0.7
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	1	1.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	1	0.9
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	28	20.7
<b>African American</b>	2	18.2
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	19	20.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	3	21.4
<b>Two or More Races</b>		
<b>English Learners</b>	2	3.6
<b>Socioeconomically Disadvantaged</b>	21	19.4
<b>Students with Disabilities</b>	1	4.5
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. If school administration, counselors and faculty were trained in understanding how the data in this section is calculated, then we could create a more explicit action plan to support students with college and career success.
2. The process of reporting IB assessment information must be clear between district and Blair. Blair is the only secondary school that is IB authorized and assessment data is not available until mid to late July. When I run reports, I did not see any data for IB, which would lower our college and career equity reports.
3. I will need to work with counselors to figure out why more Blair students are not prepared for college and career, the new AP s are starting to understand the challenges.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

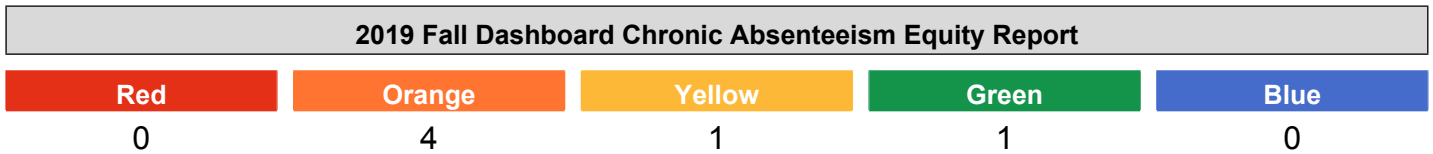
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 9.5 Increased +0.7 484	<p><b>English Learners</b></p> Orange 15.5 Increased +5.5 103	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p><b>Homeless</b></p> No Performance Color 29.4 Increased +12.7 17	<p><b>Socioeconomically Disadvantaged</b></p> Orange 12.2 Increased +0.6 270	<p><b>Students with Disabilities</b></p> Orange 27.7 Declined -5.6 65

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 11.1 Declined -10.4 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.3 Increased +2.9 309	 No Performance Color 16.7 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 4 Declined -0.5 75

**Conclusions based on this data:**

1. Students in our International Academy have a high absenteeism rate and are a challenge to track because of life circumstances; job, family, trauma, etc.
2. Having the principal conduct 1:1 SART meetings and doing home visits should help hold students and families responsible for their attendance.
3. Students with Disabilities increased, we need to work with group homes to report absences in a timely manner.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	135	102	3	75.6
English Learners	55	30	2	54.5
Foster Youth	1		0	
Homeless	10		1	
Socioeconomically Disadvantaged	108	84	2	77.8
Students with Disabilities	22	19	1	86.4
African American	11	11	0	100
American Indian or Alaska Native				
Asian	7		0	
Filipino	8		0	
Hispanic	91	61	3	67
Native Hawaiian or Pacific Islander				
White	14	12	0	85.7
Two or More Races	4		0	

### Conclusions based on this data:

1. PUSD should consider expanding AB2121 to 10th graders, it would capture a lot more students and help them graduate on time.
2. Work with CWAS on the alt ed process and procedures, trying to identify students who need support earlier, allowing them to catch-up at an earlier, this might allow them to transfer back and graduate with their cohort.
3. Blair is working with ITS to run CBEDS cohort data, which will allow the registrar time to properly tag students in Aeries. Having CBEDS data, allows us to make sure we can account for each student that started in 9th grade at Blair.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

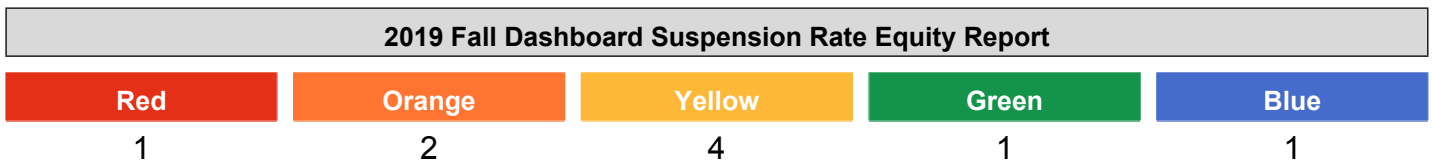
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>5.2</p> <p>Declined -1.9</p> <p>1145</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>6.5</p> <p>Declined -1</p> <p>341</p>	<p><b>Foster Youth</b></p> <p>Orange</p> <p>39</p> <p>Declined -2.8</p> <p>41</p>
<p><b>Homeless</b></p> <p>Red</p> <p>10.2</p> <p>Increased +1.4</p> <p>59</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>7.3</p> <p>Declined -1.3</p> <p>763</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>12.5</p> <p>Declined Significantly -4.6</p> <p>184</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 8.5 Declined -8.6 118	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Maintained 0 57	 No Performance Color 0 Declined -2.9 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.9 Declined -0.6 780	 No Performance Color 4.3 Declined -8.7 23	 No Performance Color Less than 11 Students - Data 1	 Green 2.2 Declined -2 136

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.2	5.2

**Conclusions based on this data:**

1. Blair we continue to utilize Alternate to Suspension (ATS) as a way to support students who would benefit from getting CWAS support. Having Restorative Circles has been a great support and system
2. Foster Youth suspension data increased, we need to have regular meetings with group homes that house Blair students. We must be able to find a way to support this student group because suspension is not the answer many times.
3. Blair needs to create a plan to better utilize the case carriers to help lower our Students with Disabilities suspension rate. The case carriers have the deepest understanding of the student, which allows us to finds alternative solutions to discipline issues.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

### Goal 1

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -133.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 63.6 or more (to reach Yellow) to end at -130.6 or higher by the end of the 2021-2022 school year.

### Identified Need

Blair High School's Instructional Leadership Team (ILT) and English Learner Focus group identified that our English Language learners continue to struggle with reading, writing, and academic language, which affects their progress in all core areas.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data to review our ELA performance, ELPAC scores, ELA Benchmark data, and HMRI (Houghton Mifflin Reading Inventory) data.	English Learners are currently -133.4% from standard.	To achieve orange, our English Learner percentage needs to decrease by 3 points. To achieve a yellow ranking our English Learner percentage needs to decrease by 63.6 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but we will be focusing on English Learners, which make up 25% of our student population.

#### Strategy/Activity

1. Provide a MYP Coordinator who will be funded 40% by Blair and 60% by PUSD (\$51,500).
2. Provide three professional development days for the four Dual Language Program teachers (\$2,500).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

54,000

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

ELA/ELD dept is divided in their consistent implementation of HMRI and AR, which leads to student confusion and teacher frustration

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major budget expenditure issues, most of the budget went to an extra staff member.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a staff, we have decided to use HMRI exclusively, which will help identify training's and equality in resources.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 2

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -188.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 25.1 or more (to reach Yellow) to end at -185.7 or higher by the end of the 2021-2022 school year.

## Identified Need

Blair High School's Instructional Leadership Team (ILT) and the Math Department determined that all of our students need to improve their mathematical need to be properly identified and tagged in Aeries so that they can satisfy the college and career indicators. Our students need more access to college and career opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data	English Learners currently have -188.7 from standard which is indicated as orange on the California Dashboard	To increase a total of 3 points or more on our Math CAASPP for English Learners.
Carnegie Learning/iReady	Baseline to be established in September upon student completion of diagnostic test for Carnegie/iReady.	To increase the second Carnegie/iReady diagnostic.
Aeries: Student D/F Rate in Math	Baseline to be established in the Fall using June 2020 grades.	To decrease the percentage of students who have a D/F in Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Performing Below Grade Level

## Strategy/Activity

1. Use the i-Ready and Carnegie Learning programs with fidelity. We will provide the 8 math teachers, 4 days of training (\$6,400).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,400

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Three out of four teachers use i-Ready. We must revise our implementation plan for i-Ready, which must align to Carnegie Learning, to account for the learning loss due to remote learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in how the budget was used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We created a department plan for next year. Instead of two different plans, we created one plan that includes middle school and high school. The main issue is getting sub release days on the calendar so that the whole department can work together.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -133.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 63.6 or more (to reach Yellow) to end at -130.6 or higher by the end of the 2021-2022 school year.

## Identified Need

Blair High School's Instructional Leadership Team (ILT) and English Learner Focus group identified that our English Language learners continue to struggle with listening, speaking, reading, and writing in all academic areas. This greatly inhibits their ability to excel in core academic subjects. 25% of our English Learners will improve their HMRI scores from the baseline in September to the final diagnostic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data	English Learners are currently -133.4% from standard which is indicated as red on the California Dashboard.	To achieve orange, our English Learner percentage needs to decrease by 3 points. To achieve a yellow ranking our English Learner percentage needs to decrease by 63.6 points.
HMRI (Houghton Mifflin Reading Inventory) data to review our ELA data.	Every student will take the HMRI assessment in September, which will create the baseline.	To see an increase in HMRI scores in each grade level.
ELPAC Scores	Every EL student will be assessed in the Spring.	To see growth in every section of the ELPAC.
PUSD ELA Benchmark data	We will use the first PUSD ELA Benchmark as the baseline.	To see student growth on the next ELA benchmark

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We will be focusing on English Learners, which make up 25% of our student population.

### Strategy/Activity

1. Pay for a full-time (100%) community assistant to support our International Academy families (\$35,000).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

35,000

Source(s)

LCFF - Supplemental

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on English Learners

### Strategy/Activity

2. Focus on academic language and content specific ELD strategies in core classes. The training will be lead by CABE during 9 professional development days, 2 days per core (ELA, Math, Science, and Social Studies).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,000

Source(s)

Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Performing Below Grade Level

### Strategy/Activity

9. Blair will pay for an additional 40% for an academic counselor to work with our at risk students. The district will pay the other 60%.

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,333	Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Blair continues to struggle to meet the needs of English Language learners. We have contracted with CAFE to provide targeted contact support for our ELs in all core subjects.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in how we spent our budget. The majority of the money was encumbered in a Community Assistant.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The new SPSA will focus on aligning ELA and ELD, focusing on ELD. This will allow us to mainstream training's and resources.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 4

The College/Career Indicator for All Students will increase the baseline of 33.3 (yellow) from 2019 by a total of 2 or more (to reach green) with a stretch goal of 21.7 or more (to reach blue) to end at 35.3 or higher by the end of the 2021-2022 school year.

## Identified Need

Blair High School's Instructional Leadership Team (ILT) and a College and Career Focus group determined that all of our students need to be properly identified and tagged in Aeries so that they can satisfy the college and career indicators. Our students need more access to college and career opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We used the California Dashboard Data to review our college/career rates as well as Aeries to identify college/career indicators for all students.	33.3% of all students were identified as prepared in the 2019 college/career indicators on the California Dashboard.	To achieve a green ranking, we would need to increase our college/career indicators by at least 2 points. To achieve a blue ranking, we would need to increase our college/career indicator rate by at least 21.7 points or more.
CCGI (California College Guidance Initiative)	This year will be our baseline.	To increase the number of registered students who are using the CCGI platform.
Counselor Maintained Spreadsheet	This will be our baseline.	To increase the number of students who meet graduation requirements.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, Title I for strategy 5

Strategy/Activity

1. Create a cohort checklist of all students for every grade level with all of the college/career indicators to keep track of students who qualify for a career pathway. (Ex. HCA, JROTC, Photo, IB/AP, Seal of Biliteracy, etc.)
2. Create, register, and get pathway courses approved. (Ex. Band, Piano, Photo, Band, Orchestra, etc.)
3. Register and request dual enrollment courses at PCC for all students.
4. Offer intervention support for students earning grades lower than a C in HCA courses.
5. Continue to support First-Generation high school students through mentorships, workshops, and meetings (\$5,000).
6. Pay for AP testing fees for all Title I students (\$3,000).
7. Provide college field trips for middle school and high school students, to expose them to college.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	LCFF - Supplemental
	None Specified

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There was a lot of effort put into cleaning up course codes, but this continues to be a work in progress for Blair.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SSC invested a good portion of our budget to this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are focusing on our implementation of CGCI and a counselor timeline and expectations.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

## Goal 5

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 27.7 (Orange) from 2019 by a total of -3 or more (to reach Yellow) with a stretch goal of -17.7 or more (to reach Green) to end at 24.7 or lower by the end of the 2021-2022 school year.

### Identified Need

Blair High School's Instructional Leadership Team (ILT), Attendance Team, and Special Education Focus group identified that our students with disabilities are absent at a higher rate than most other students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We used the California Dashboard Data, Aeries reports, and monthly attendance reports from our district to evaluate our chronic absenteeism indicators. We plan on lowering our chronic absenteeism rate by 5%	Students with disabilities are currently absent at a rate of 27.7% which is indicated as orange on the California Dashboard. We plan to lower it by 5%, to 22%.	We will be focusing on improving all student attendance with a concentration on our students with disabilities because this group makes up a high concentration of absenteeism within our student population.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We will be focusing on improving all student attendance with a concentration on our students with disabilities because this group makes up a high rate of absenteeism within our student population.

#### Strategy/Activity

1. We will develop and implement a school-wide attendance policy that will be reviewed in each English class within the first few weeks of school.
2. We will have attendance incentives 4 times per year. We will focus on perfect attendance as well as improved attendance.
3. We will flag students with disabilities who are absent 3 or more days in a month. This will be followed up with a personal call home and an attendance goal setting conference.

4. Attendance check-ins during Advisory with all students with disabilities. Attendance will be tracked during Advisory and incentives will be given based on improvement and number of days attended.
5. Restorative circles will be held for students when they are absent for more than 3 days in a month. We will also train the whole staff during A Monday's with the support of LMU.
6. Students will be flagged in Aeries if they miss more than 3 days per month.
7. Home visits will be made for students who miss more than 3 days, 2 months in a row.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The home visits by the principal helped and the SART meetings helped, but we still need a more comprehensive approach to attendance to get more consistent gains.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are scheduling our SART meetings every month and having the attendance clerk focus on SARB packets when needed, especially when all other resources have been tried and no change in attendance.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 6

Graduation rate for English Learners will increase the baseline of 47.9 (red) from 2019 by a total of 20.1 or more (to reach orange) with a stretch goal of 21.1 or more (to reach yellow) to end at 68 or higher by the end of the 2021-2022 school year.

## Identified Need

Blair High School's Instructional Leadership Team, International Academy Teacher Leaders, and a Special Graduation Rate Focus group identified that our graduation rate for English Learners needs to increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data to review our graduation rates as well as Aeries to identify graduation rates for all students.	47.9% of our English Learners graduated in 2019, which placed Blair's English Learners in the red ranking for the California Dashboard.	To achieve an orange ranking for our English Learners, we would need to increase our English Learner graduation rate by 20.1 points. To achieve a yellow ranking for our English Learners, we would need to increase our English Learner graduation rate by 21.1 points.
International Transcripts	We will use this years data as our baseline	International transcripts will be applied for graduation units
Increase Graduation Rate	We are currently at 80%	Increase by 5% points every year, until we get to at least 90%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but we will be focusing on English Learners.

#### Strategy/Activity

1. Prioritize obtaining and applying international course credits for all newcomer students.
2. Create an easy to understand visual/diagram/timeline of graduation requirements to place in all classrooms and student common areas.
3. Hold mandatory student/family meetings throughout the school year for all English Learner/LTEL families to communicate graduation requirements.
4. Data Chats with EL students at the beginning of each semester.
5. Data Chats with Parents at the beginning of each academic year.
6. SSC Approved to purchase International Baccalaureate Approaches to Learning Workbooks (supplemental consumables) for every Title I eligible student in grades 6th-12th.
7. A counselor stipend of \$500 to each counselor for professional development specific to College Board-CSU-UC-CCG-IB.
8. Grad requirement posters/College Board-CSU-UC-CCGI.  
Pay for three teachers to teach IA Original Credit Summer School.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,0000	Title I
	None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

6th graders and eligible title I students

#### Strategy/Activity

1. Utilizing Title I funds to increase FTE of a part-time counselor. It will decrease the caseload for each counselor, allowing students to get more individualized attention and support.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As a staff, we developed a solid understanding of AB2121, which has helped out some students. There are some nuances that we learned late in the year, that had a huge negative impact because how the law reads. We are continually working with the district to offer original credit for our IA students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The goal required \$11,000.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As an admin team, we are focusing most of our resources in our two counselors. We feel our counselors hold the key to all stakeholders developing a deeper understanding of the graduation requirements.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

## Goal 7

Suspension Rate for Foster Youth will decrease the baseline of 39 (Orange) from 2019 by a total of -2 or more (to reach Yellow) with a stretch goal of -34.5 or more (to reach Green) to end at 37 or lower by the end of the 2021-2022 school year.

## Identified Need

Blair High School's Instructional Leadership Team (ILT) and a Suspension Focus group identified that our suspension rate of our foster youth is too high. Last year's baseline for this group was 39%. We will also focus on Universal Screener data and the percentage of students scoring at the At-Risk level on the Universal Screener (Internal and External Teacher Assessment) will decrease by 5% as documented in Tier 2 in the Spring 2021 Universal Screener .

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data for suspensions of Blair's Foster Youth. We may also use Aeries reports to gather this data per quarter, trying to identify patterns throughout the year.	39% of Blair's Foster Youth were suspended last year, giving us an orange ranking. Even though the baseline is high, it was lowered compared to the previous year.	To achieve a yellow ranking, we would need to lower our suspension rate of foster youth by 2%. To achieve a green ranking, we would need to lower our suspension rate by 34.5 %. I expect Blair to at least get to a yellow ranking.
The number of suspensions total (for current year)	Use this year as a baseline.	-10%
the number of return conferences held in a current year	Use this year as a baseline.	100%
who participants in return conferences	Use this year as a baseline.	100%
Universal Screener Assessment (Teacher External and Internal)	Use this year as a baseline	Lower the number of students in Tier 2 by 5% based on Spring 2021 assessment data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and we will be focusing on foster youth.

### Strategy/Activity

1. Complete a checklist or survey after the student is sent out of class, gathering data so the students have time to reflect as to why they were removed from the class.
2. Complete a checklist or survey after the student is sent out of class, allowing teachers the opportunity to understand patterns of response to student behavior.
3. Administration must have "return conferences" at the return of any suspension, but extremely important to conduct these conferences when they apply to our foster youth. We must have cooperation from each group home.
4. Create a list of updated contacts for each group home, with names and responsibilities for each individual.
5. Implement restorative circles with students and teachers after the second "classroom suspension/referral."
6. Modify referral systems to include "referral for restorative circle"
7. Full-Time (100%) Restorative Circles Lead (Randel Johnson), provided by CWAS.
8. Train teachers in Trauma Informed Care, 5 days throughout the school year.
9. Rtl Plan: Incentives, shirts, supplies and materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the home visits helped with some students, but the severe cases, it had little impact. Many of those addresses were wrong, they denied anyone student with that name lived there. We need to expand our partnership with CWAS to see how we handle these situations in the future. CWAS has a stronger rule and resources to help these severe cases. Most of the cases are from students who are in the International Academy.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are investing in training our teachers to better support the students in the classrooms.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are investing in Trauma Informed Care and Restorative Circles. The goal is to have better teacher/student relationships, which would result in less suspensions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

## Goal 8

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

## Identified Need

Blair High School's Instructional Leadership Team (ILT), EL Focus Group, and staff identified that we want our EL students and families to have a stronger voice in our school by participating in the development of our academic programs and school culture.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data chats with EL parents at the beginning of each school year to discuss ELPAC scores and the reclassification process.	We will establish our baseline this year as we implement data chats.	To increase parent involvement in our ELAC meetings and school events, evidenced through our sign-in sheets.
ELAC Meetings - Sign-In Sheets	This year ELAC will establish a baseline based on the number of parents that attend ELAC meetings each month.	To increase the number of parents that attend ELAC meetings each month by 10%.
Parent Portal Accounts	72% of our families have an account	To increase to 80% of our families by targeting our International Academy families.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

1. Parents participate in a Data Chat at the beginning of each year to discuss the progress of their child's English language progress.
2. Instructional Coach is personally reaching out to families to establish rapport and develop a home/school connection.

- 3. Community Assistant will continue to provide resources to new and continuing families.
- 4. Community Assistant will promote all school events, including ELAC meetings.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2894	Title I Part A: Parent Involvement

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Blair continues to have very strong parent involvement, but we do need more EL families involved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No budget differences to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are emphasizing EL families by creating a plan to specifically get more of those parents involved. We are creating opportunities for them to work in relationship with the school site.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$101227
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101227
Other State/Local Funds provided to the school	\$125475

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
Title I	\$98333
Title I Part A: Parent Involvement	\$2894

Subtotal of additional federal funds included for this school: \$101,227

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$125475

Subtotal of state or local funds included for this school: \$125,475

Total of federal, state, and/or local funds available for this school: \$226,702

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	98333	0.00
Title I Part A: Parent Involvement	2894	0.00
LCFF - Supplemental	125475	9,075.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	116,400.00
Title I	98,333.00
Title I Part A: Parent Involvement	2,894.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Maro Yacobian	Parent or Community Member
Liliana Tang	Classroom Teacher
David Ibarra	Principal
Monique Baca-Geary	Classroom Teacher
Luis Escalante	Classroom Teacher
Juan Alban	Parent or Community Member
Jennifer Higginbotham	Parent or Community Member
Ivan VillaKnowles	Secondary Student
Emily Held	Secondary Student
Xiomara Tovar	Classroom Teacher
Barbara Larson	Parent or Community Member
Elizabeth Belt	Parent or Community Member
Eric Glenn	Classroom Teacher
Julio Venegas	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 14, 2022.

Attested:



Principal, David Ibarra on April 14, 2022



SSC Chairperson, Jennifer Higginbotham on 4.14.22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



**Blair High School  
(Home of the Vikings)  
1201 South Marengo Ave  
Pasadena CA 91106**



## **Disaster Drill Standard Operating Procedures (SOP)**

**1 March 2021**

The following document is intended to give guidance and information to all members of the Blair High School community, in the event of a natural disaster/shelter in place or lockdown situation. Upon the sounding of the designated alarm, each teacher is responsible for assembling his or her class in an orderly fashion and escorting them to the designated evacuation assembly area, based on the situation. Not all the drills require evacuation from the classroom. If an evacuation is made, then once all students and faculty members arrive at the designated locations if needed the **Search & Rescue Teams** are to assemble at the disaster bin for instructions and team preparations; i.e. Earthquake or Fire.

Each type of Disaster is outlined in this document; including preparations and executions of the drills. The goal is to make the Blair High School community successful in any or all drills and preparations. Faculty, student's parents, and the surrounding community need to know that we are prepared to do our part in making this successful.

**Earthquakes:** One of the most frightening and destructive phenomena of nature is a severe earthquake and its terrible after effects. An earthquake is the sudden, rapid shaking of the earth, caused by the breaking and shifting of subterranean rock as it releases strain that has accumulated over a long time.

For hundreds of millions of years, the forces of plate tectonics have shaped the earth, as the huge plates that form the earth's surface slowly move over, under and past each other. Sometimes, the movement is gradual. At other times, the plates are locked together, unable to release accumulated energy. When the accumulated energy grows strong enough, the plates break free. If the earthquake occurs in a populated area, it may cause many deaths and injuries and extensive property damage.

While earthquakes are sometimes believed to be a West Coast occurrence, there are actually 45 states and territories throughout the United States that are at moderate to high risk for earthquakes including the New Madrid fault line in Central U.S. (<http://www.ready.gov/earthquakes/>)

Blair's school staff, students, and parents need to be prepared in case of a sudden earthquake. Parents have to have faith in our knowledge and preparedness of our faculty to provide Search & Rescue teams, and have procedures established to handle situations in and around our schools in such a disaster. Chaos at all levels defeats the readiness ability of any organization. Together we will ensure students & parents know they are in a safe learning environment. The guidelines to handle this type of disaster are outlined below.

**Earthquake Disaster/Drill Guidance:** The following outlines the team assignments and responsibilities of the team members in case of employment into either a drill or real disaster. All drills will require 100% participation.

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## Search & Rescue Team/Leader Identification and Responsibilities

**Search & Rescue Teams:** Report to the Disaster Bins, **1SG Hicks (Commander)**, and link up with appointed Overall Team Leaders, **Michael Dakan (Blair High School)**, **Rene Rodriguez (Blair Middle)**, for recovery and evacuation assignments of students left behind during the evacuation process. Team assignments are as follows:

### Blair High School Campus (Michael Dakan)

#### Platinum Team

**Tm Leader** 1SG Hicks  
**Alternate** Colin Olsen  
 Tamar Vega  
 Michael Birnbryer

#### Gold Team

**Tm Leader** Russell Wong  
**Alternate** Michael To  
 Veronica Yopez  
 Eric Glenn

### Blair Middle School C Campus (Rene Rodriguez)

#### Silver Team

**Tm Leader** Jaime Craig  
**Alternate** Stephanie Linardis  
 Luis Escalante  
 Rhyna Vasquez

#### Bronze Team

**Tm Leader** Saul Rico  
**Alternate** Mathew Castaneda  
 James Goffred  
 Jessica Volpi

**Overall Search and Rescue Commander Responsibilities:** Immediately report to the Command Post for Search & Rescue Mission orders from the Principal. Once the mission instructions and placements are designated; they are then passed through the Overall Team Leaders per campus they are assigned; **Michael Dakan (Blair High School)**, **Rene Rodriguez (C-Campus Middle)**, the mission instructions, and placements, for recovery and evacuation process of students left behind during the evacuation process. Maintain constant contact with teams out and coordinate their status with the command post. Establish a log of all training and real events, as well as training requirements for all Search & Rescue Team personnel. Ensure all team members are CPR & Red Cross certified, if not report discrepancies to (**1SG Hicks**). Hold quarterly meetings with Principal, and Assistant Principals, identifying any shortages and updating any changes to this SOP.

**Overall Search & Rescue Campus Leaders Responsibilities:** After contact and accountability of your teams, through assembly of the individual team leaders by the Disaster Bin, leave the team leader in charge and report to the command post to receive directions from the Commander, (**1SG Hicks**). Once instructions are given relocate with your teams and if required move to the designated locations assigned. You must keep in constant communication with the commander. Remaining teams will be on standby for additional missions if needed. Quarterly train and inventory your team members and equipment, reporting any losses or inadequate equipment to the commander. Participate in rehearsals when called upon.



**Search & Rescue Team Leader Responsibilities:** Each leader is responsible for ensuring accountability of his/her team members once assembled at the designated point.

As the Leader you must acquire your designated equipment and stand ready for the additional team members to arrive. Once all your equipment is ready, and your team members are present, you will report to the Command Center for instructions.

**Alternate Search & Rescue Team Leader Responsibilities:** You are to assume responsibility for the team's mission if the leader fails to arrive on time. You will follow the above-mentioned guidance for the Team Leader.

**Search & Rescue Team Members:** Upon arrival at the assembly point, designate a fellow teacher to take control of your class and move to designated Disaster Bin. Once there, acquire assigned equipment and stand at the ready for dispersal to recovery points. Each member is responsible for reporting in and assisting ALT Leader in checking equipment and testing communications and lights for the mission.

### **General Guidance for the Search & Rescue Team Members:**

Each Team Leader will communicate with the Commander located at the Command Center for assignments. In the event a team cannot respond, the next team will assume their role in operations. All team members are responsible for one another and no team member will be left behind. Communication is a must. All equipment has to be maintained in a high state of readiness. **(Quarterly inspections of said equipment will be maintained)** Senior Rescue Team Leader's, or Alternates, are responsible for these checks. Any defective equipment must be reported to the Commander and be replaced in a timely manner, no exceptions. Failure to maintain equipment in a high state of readiness will hinder our team's success.

### **Injuries within the Classroom:**

When the call is given to evacuate: If a student is injured in the classroom under the teacher's control, the teacher will leave two students with the (injured student only) if the injury prevents evacuation with classmates. Upon exiting the classroom, teachers will mark the classroom door with the following color code sign, located in the classroom packet. Injury situations dictate the procedure of leaving students behind.

- **Red:** Critical ambulance/stretchers
- **Yellow:** Moderate, fracture, needs help
- **Black:** Deceased

If the individual is in the Blair Triage Station, they can be classified by three categories based on injuries:

- **Red:** Critical ambulance/stretchers
- **Yellow:** Moderate, fracture, needs help
- **Black:** Deceased (**Must be taken to the Morgue location by Gym**)

If a teacher is required to drop off a student at the Aid Station, a designated form stating the individual's condition will be sent to Parent/Student Reunification Station, and the Command Center. From this point the student will be tracked until either picked up, or placed back under the control of his/her teacher.

### **Teachers/Faculty/Students Staging Areas (Football Field)**

Each teacher will assemble their students at the assigned areas, and will take responsibility for their students, as well as the students from fellow teachers who must assume duties on one of the **Search and Rescue Teams**. Upon arrival at the field, all teachers will notify the Command Post of any casualties, and any students left within the building areas. All teachers, faculty and staff will work together to maintain command and control of the students. It is the teacher's responsibility to ensure no students leave the assigned areas unless the runner from the parental/check-in site has clearance to obtain that student. At that time you will initial the sign out form and make necessary changes to your roster to ensure 100% accountability. Any teacher on conference period will report to the Command Center for additional responsibilities. These responsibilities will be designated by the Principal, or his/her representative.

### **Parent/Student Reunification Procedures (Parental Control Station)**

Lori Thomas, and Security Rep, will handle reunification procedures between parents and students. Their duties are to have a complete list of student names, with parental contacts listed by each, in their possession upon arrival to the reunification site. This list is maintained in the front office and should be updated frequently by either the parent or student. At a minimum; this information should be verified twice a year.

To prevent chaos; under no circumstances will a parent be allowed on the lower field. Parents arriving at the **Parent/Student Request Station**, located at the upper Marengo Ave gate by the handball courts, must provide adequate proof that they are the legitimate parent or guardian, and physically sign the student out; using the form identified in **Appendix VI**. Once the identified runner has been given a student to locate, they will then go to the Command Center for location of student, then to designated teacher and location of said teacher on the football field. Teachers will then assist the runner in locating the student, for release. No student will be allowed to leave the field without the presence of the runner from the **Parent/Student Reunification Station. (Runners (JROTC Cadets) will be identified by Special Tags/Vests).**

There are four possible locations for the student's whereabouts.

1. Blair Triage Station (Casualty Collection Point) Blair East
2. Football Field with classmates
3. Within the Disaster Area
4. School established Morgue, (by the pool)

### **Additional instructions to Parents:**

Parents may contact their child by cell phone, but **do not** instruct the child to leave the controlled area. Parent's responsibility is to keep medical and phone rosters current with school. Parent's cooperation will help aid in command and control and the safety of all personnel.

**Upper Field/Soccer Field:** The area by the gate coming in off of Marengo is designated for the parental check-in. Here the parents will come and verify the status of their child.

**Red Cross/First Aid/Triage Station:** Located behind Allendale Library, between the BB field and the property fence, adjacent to Blair East. (See Map) The School Nurse (**TBD**) and assistants will have the priorities of the Aid Station set up. Two designated assistants will be assigned a position located at the Marengo Ave and Wallace Street intersection to coordinate ambulance vehicles in and out of the site. Using

the following Color Coded signs, medical personnel can identify the extremely wounded, and the minor injuries.

- **Red:** Critical ambulance/stretchers (**Severely injured triage patients will be taken to Blair Triage Station, located on Blair East**)
- **Yellow:** Moderate, fracture, needs help
- **Black:** Deceased, move to morgue collection point by Gym

“School Nurse (**TBD**) has to ensure **Red** and **Yellow** patients are *collected* as students are brought down to Football Field” and processed. Once treated, the Command center will be notified with updated status. Communication with the Command post of rosters of personnel that are at site has to be maintained and accurate. Station set up is critical; assistants have to be designated and well-rehearsed in case of drill or actual disaster. If a day nurse is not available, a back-up plan has to be employed, and responsible appointed personnel will assume duties. All staff, administration, custodians, students, and members of **Search & Rescue Teams** have to be aware of Casualty Codes.

### **Command Center Football Field:**

Responsible for the overall accountability and control of the disaster drills. Administrators are responsible for keeping students calm and orderly, assisted by the Security Teams. Priorities include the following Teams and coordination:

- Search & Rescue Team Leaders
- Custodian Teams (Gas & Power shutoffs)
- First Aid/Casualty Collection Point
- Parent Request Station (PRGS)
- Parent/Student Reunification Station (PSR)
- School Security (Student/Parent control)
- Public Awareness Team (Command & Control)
- Additional staff & Teachers on conference periods

### Blair Evacuation Position Assignment Sheet

1. **Principal: David Ibarra:** Overall Control at Command Post.
2. **Assistant Principal Elisa Perez:** Parent Request Gate Station, **(PRGS)**
3. **Assistant Principal/Dean Amy McGinnis:** Field Operations Director.
4. **Balvina Sheffield:** Telephonic operations at the Command Post
5. **Ashley Rodriguez:** Responsible for Command & Control of **(PSR)**
6. **Lourdes Sandoval:** Working at **(PRGS)**, **(Laptop)**
7. **Amber Garcis:** Working at **(PSR)**
8. **Pam Knighten:** Security at the **(PRGS)**.
9. **School Police:** Officer, close off Marengo Ave, **(1)** Security for the Blair East Triage Area.
10. **Lola Rosales: Morgue Operations:**
11. **Security: (1)** Security Red Cross Station, **(1)** Security at Triage, **(1)** Security at the PRGS.
12. **Head Custodian, Anthony Martinez;** Command Post; 12a Custodial Staff
13. **Counselors: 13a Karen Favor,** Report to First Aid Station, **13b Ashley Rodriguez** Report to **(PSR)**, **13c Andrea Cordeiro** and others report to Command Post, **see Balvina Sheffield and Anahy Maldonado: Equipment Needed: (Cell Phone, Laptop)**
14. **Teachers on Conference Periods:** If no assigned duty, report to Command Center for assignments
15. **Teachers:** Report to assigned Search & Rescue Teams. Teachers remaining will assume responsibility of departing teachers on the football field.
16. **School Nurse:** Maintain Blair Triage Station. (Blair East) **(Plus 1 Security Person,)**
17. **Search & Rescue Teams:** Report to the Disaster Bins, **1SG Hicks (Commander)**, and link up with appointed Overall Team Leaders **Michael Dakan (Blair High School)**, **Rene Rodriguez (Blair C-Campus)**.
18. **Platinum Team (Blair): 1SG Hicks (Ldr)**, Colin Olson **(Alt)**, Michael Birnbryer, Tamar Vega
19. **Gold Team (Blair): Russell Wong (Ldr)**, Michael To **(Alt)**, Veronica Yopez, Eric Glenn
20. **Silver Team (Blair C-Campus): Jaime Craig (Ldr)**, Stephanie Lindardos **(Alt)**, Luis Escalante, Rhyna Vasquez
21. **Bronze Team (Blair C-Campus): Saul Rico (Ldr)**, Mathew Castaneda **(Alt)**, James Goffred, Jessica Volpi

### **Blair Evacuation Duties and Responsibilities**

- 1. Principal:** Responsible for ensuring all staff are aware of assigned duties, and maintains Command Control over operations. Location during Drill (**Command Post Football Field**)
- 2. Assistant Principal (Middle School):** Maintains Command and Control of all movement and coordination from Blair East & Middle School to assigned field positions. Directly responsible for conduct and execution of Command Post Operations Training. Location during Drill is **Parent Request Gate Station, (PRGS)**
- 3. Assistant Principal/Discipline (Blair Main):** Maintains discipline of students throughout drills, and coordination of security staff, while maneuvering security for crossing points and evacuation routes during drill. Work with school police for control of stragglers. Manages all Drills and ensures critiques are gathered for the drill database. Ensuring the publication of Evacuation Drills, Teacher info sheets, and attendance sheets, while working with Head Custodian to ensure tables, charts, PA system, and necessary equipment are available for drills and evacuation procedures. (Location during Drill **Roving**)
- 4. School Secretary:** Maintain and review of faculty emergency data cards, student Program/Schedules, also responsible for direction and controlling incoming student attendance and faculty reports to and from Football field, Blair Triage Station, (**PSR**), and Command Post. Operates and assists additional personnel and participates in quarterly training of (**CP, PSR & PRGS**) personnel. Assigned a (**Cell Phone**) for telephonic operations at the **Command Post, (CP)**
- 5. Counseling Senior Clerk:** Responsible for Command & Control of **Parent Student Reunification (PSR)**. Conducts quarterly training on operations of the (**PSR & PRGS**)
- 6. Registrar:** Responsible for directly coordinating with parents, and attendance, for the **“Controlled”** release of students to parents. Conduct quarterly reviews with #4, #5, #6, and #7, of parent and student data cards, and maintain all data on a back-up system, i.e. **laptop**, for drill execution. (**PRGS**)
- 7. Data Processing/Clerk:** Working at (**PSR**) assisting #5 with accountability and attendance screening of students during drills and actual evacuations. Function as liaison assistant to parents picking up students from (**PSR**).
- 8. PRGS Security:** Responsible for maintaining control and security at the (**PRGS**).
- 9. School Police:** Coordinate the closing of Marengo Ave, for evacuation of students to the football field. Maintain security for the Blair East Triage Area.
- 10. Morgue Supervisor:** Maintain Body count of personnel brought to the collection point, bag, and tag, for later pick-up by the coroner.
- 11. Security:** Responsible for the safe evacuation of students, faculty, and placement of such security on both campuses, to keep stragglers away. Work with School Police to shut down Marengo for evacuation routes to

be used. Set-up and maintain crossing points. Ensure accountability reports are passed to Command Post as personnel are discovered after drill or evacuation has started. Report to designated areas of responsibility.

### **Blair Evacuation Duties and Responsibilities (Cont)**

**12. Head Custodian:** Establish custodian control and responsibilities. Operate readiness station from within the Command Post. **(Custodians are on call to support Search & Rescue Teams)**. Also is the back up for A.P. discipline duties.

**12a.Custodians:** Ensure all gas line valves and water mains are shut off, and secured. Maintain the emergency water supply and control of equipment, in the disaster bin as outlined in SOP. Assist #12 & #3 in setting up the PA system, tables, and charts, at the Command Post.

**13. Counselors:** #13a Report to Triage Station, #13b Report to **(PSR)**, 13c and others report to Command Post.

**14. Teachers on Conference Periods:** If you are not assigned duties on the Search and Rescue Teams, upon assisting immediate evacuation of students and some faculty if needed, to the football field, report to the Command Center where you will be given assignments to assist the Blair Triage Station, **(PSR)**, and the readiness of the Command Post. Some will be instructed to assume a teacher's position on the field for teachers assigned duties on the Search & Rescue Teams.

**15. Teachers:** Responsible for the safe evacuation and accountability of students to the football field. Report to assigned Search & Rescue Teams as required. Remaining teachers will assume responsibility for students of committed teachers.

**16. School Nurse and Assistant:** Maintain Blair Triage Station **(Blair)**. Treat and ensure casualties that are marked clearly of the severity of injury, and coordinate needed evacuation with Pasadena Police, Counselor #13a will assist. Conduct quarterly inspections of medical equipment and supplies in the disaster bins.

**17. Search & Rescue Teams:** Report to the Disaster Bins, **1SG Hicks (Commander)**, and link up with appointed Overall Team Leaders, **Michael Dakan (Blair)**, **Rene Rodriguez (Blair Middle)**, for recovery and evacuation assignments of students left behind during the evacuation process.

**18. Platinum Team (Blair):** **1SG Hicks (Ldr)**, Colin Olson **(Alt)**, Michael Birnbryer, Tamar Vega

**19. Gold Team (Blair):** **Russell Wong (Ldr)**, Michael To **(Alt)**, Veronica Yopez, Eric Glenn

**20. Silver Team (Blair Middle):** **Jaime Craig (Ldr)**, Stephanie Linardos **(Alt)**, Luis Esclante, Rhyna Vasquez

**21. Bronze Team (Blair Middle):** **Saul Rico (Ldr)**, Mathew Castaneda **(Alt)**, James Goffred, Jessica Volpi

**(Emergency Staffing Requirements)**

The following key personnel positions are listed to designate alternates when primary designates are missing or absent from any Blair emergency drill.

**Principal:** Mr. David Ibarra

**Asst Principal:** Dr. Elisa Perez

**Asst Principal:** Mrs. Amy McGinnis

**Dr. Elisa Perez** will assume duties in the absence of **Mr. David Ibarra**

**Mrs. Amy McGinnis** will assume duties in the absence of **Dr. Elisa Perez**

**Mr. Anthony Martinez** will assume duties in the absence of **Mrs. Amy McGinnis.**

Search & Rescue Teams:

**Platinum Team: Colin Olson** will assume duties in the absence of **1SG Hicks**

**Gold Team: Michael To** will assume duties in the absence of **Russell Wong**

**Silver Team: Stephanie Linardos** will assume duties in the absence of **Jaime Craig**

**Bronze Team: Mathew Castaneda** will assume duties in the absence of **Saul Rico**

A copy of this should be in each classroom and in a file for all substitute teachers information when assuming your role as a teacher.

## Fire Evacuation Procedures

### School Fires:

- 61% of school structure fires are arson; 70% of high school fires are arson.
- Fatalities from school fires are rare, but injuries per fire are higher than those of all non-residential structure fires.
- The leading area of fire origin is the school lavatory.
- School fires decrease substantially on weekends and during the summer break.

Sources: NFPA and NFIRS

**School Fire Procedures:** In case of a fire within any of the campuses, students must follow the teacher's directives very carefully. In a fire accountability is extremely important. Any student unaccounted for will have to be passed onto the Search & Rescue Command, for evacuation, and accountability.

Once the alarm is sounded, or fire is seen, the teacher must have full control over students and start the evacuation procedures. Each classroom will have fire evacuation routes posted within the classroom. It is the responsibility of the teacher to inform the staff of evacuation as well as if they actually know the whereabouts of the said fire. Panic cannot be allowed, students have to be able to trust the leadership of the teacher, and have the confidence in the staff, that evacuation will be conducted to a safe location, where students can contact parents if needed for reunification, or allowance of nerve's to be calmed as the student is not in danger.

Using the evacuation Maps found in this SOP, teachers will assemble their students in a timely manner, and account through the command post all present or student missing. If a student is missing; the Command Post will notify the Commander of Search & Rescue for deployment of one of the teams, to the classroom or location thought to have the student. Accountability is important and a quick roll call once in area of safety is required.



## **Lockdown Procedures**

There are several definitions of the word **lockdown**, the most common of which pertains to a state of containment or a restriction of progression.

A lockdown is an emergency protocol to prevent people or information escaping, which usually can only be ordered by someone in command. They are also used to protect people inside a facility from a dangerous external event. Schools practice lockdowns in the wake of the Columbine High School, and Sandy Hook shootings in which students with guns entered the school. It is a common anti-terrorism measure in the wake of the September 11 attacks. ([http://en.wikipedia.org/wiki/List\\_of\\_school\\_shootings\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States)).

A full lockdown means that people must stay where they are and may not exit or enter a classroom. If people are in a hallway they must go into the nearest classroom, or office space.

The term 'lockdown' can be defined as an emergency course of action taken by an agent of authority, such as police, to contain a problem or incident within the area of its origin by controlling the movement of people.

**School level lockdown:** This is a procedure that can be orchestrated by either the school administrators, or the district. This drill can be conducted based on several issues:

1. Threat of violence to staff and students
2. Gunfire
3. Intruder on campus
4. Advised by local authorities to lockdown
5. Advised by District to lockdown

### **Actions to be taken after initial alarm:**

1. Teachers and faculty gather students into classrooms and offices.
2. Lock all doors and close windows
3. Shades are drawn if equipped
4. Students are kept away from all windows and doorways.
5. Teacher must call the front office with a status report within 5 minutes of the alarm sounding.
6. Teachers are responsible for maintaining discipline in classrooms and assuring students remain calm.
7. If the lockdown continues beyond 2 hours, Lockdown Kits will be employed within offices and classrooms. **If kit is utilized, an immediate request for replacement should be made.**
8. Emergency portable toilet and screen will be placed in the rear of the classroom.
9. If the lockdown continues beyond 3 hours, emergency rations will be given to students, i.e. granola bars or fruit bars and water.
10. Students and teachers will stay in place until the rooms are given all clear or evacuated to a designated area.

**Actions by Administrators after initial alarm of a Lock Down:**

1. Upon receiving notification from the District, or initiating the lockdown, the school operator will maintain a phone log to ensure all classrooms have reported accountability of students. (This report will be given to Head Administrator)
2. Upon arrival of police, the Head Administrator will have rosters available to account for all students and faculty.
3. School operators will have an appointed assistant available to answer frantic parent calls.

At the completion of any drill or actual situation, teachers, staff, and administrators need to follow-up with any issues related to drill. Information is key, and we can address it at the next staff/administrator meeting. Input is important, all should participate.

**Additional Instructions to Parents:**

No parent will be allowed to enter the lockdown area looking for his or her child. That would cause additional danger or serious confusion, and a controlled environment has to be maintained at all times. Parents may contact their child by cell phone, but **do not** instruct the child to leave the controlled area. Parent's responsibility is to keep medical and phone rosters current with school. Patience must be practiced. Safety is the number one concern of the school. Your cooperation is greatly appreciated.

## **Shelter in Place Procedures**

### **What Shelter-in-Place Means:**

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire home or office building.

### **Procedures once Drill is called:**

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Ideally, provide for a way to make announcements over the school-wide public address system from room #02 where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- If the school has voice mail or an automated attendant, change the recording to indicate that the school is closed, students, and staff are remaining in the building until authorities advise that it is safe to leave.
- Provide directions to close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- Have custodians familiar with your building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and can not be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.

- It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

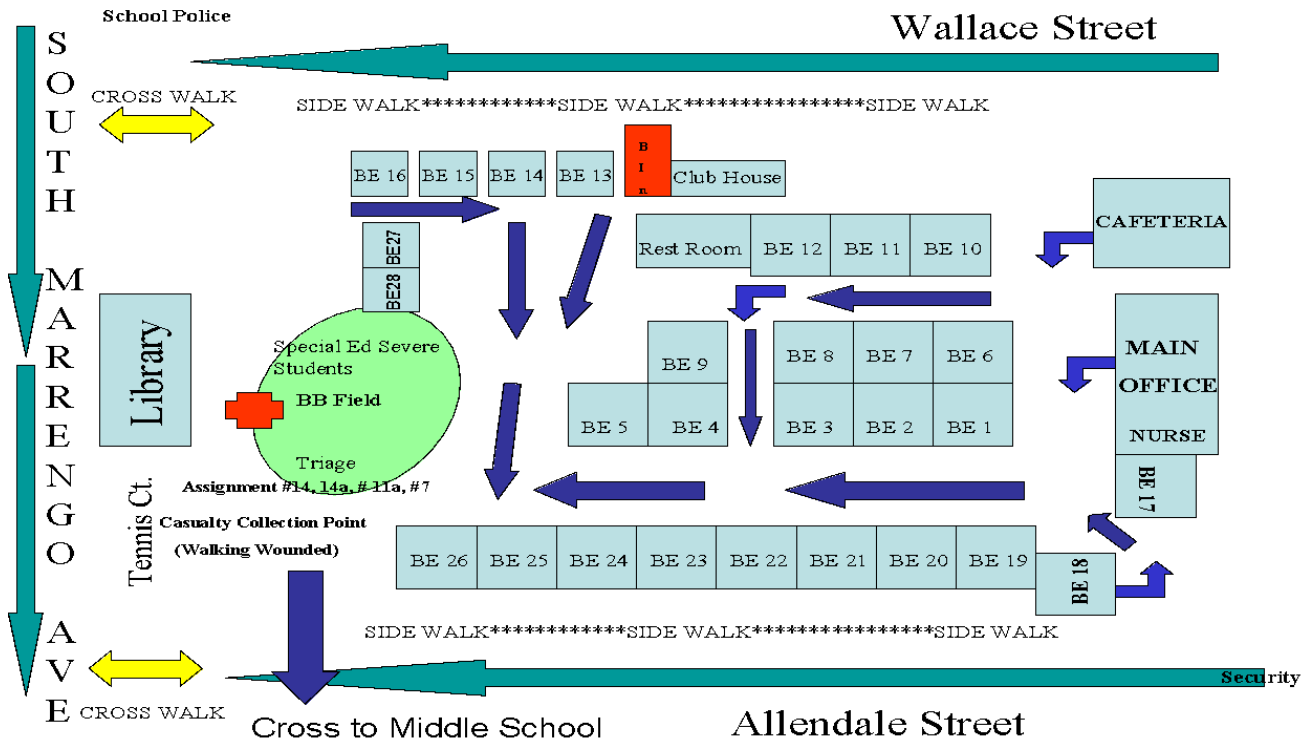
**Note: The preceding guidance about a Shelter in Place was acquired and adapted from the website located at <http://www.nationalterroralert.com/shelterinplace/>**

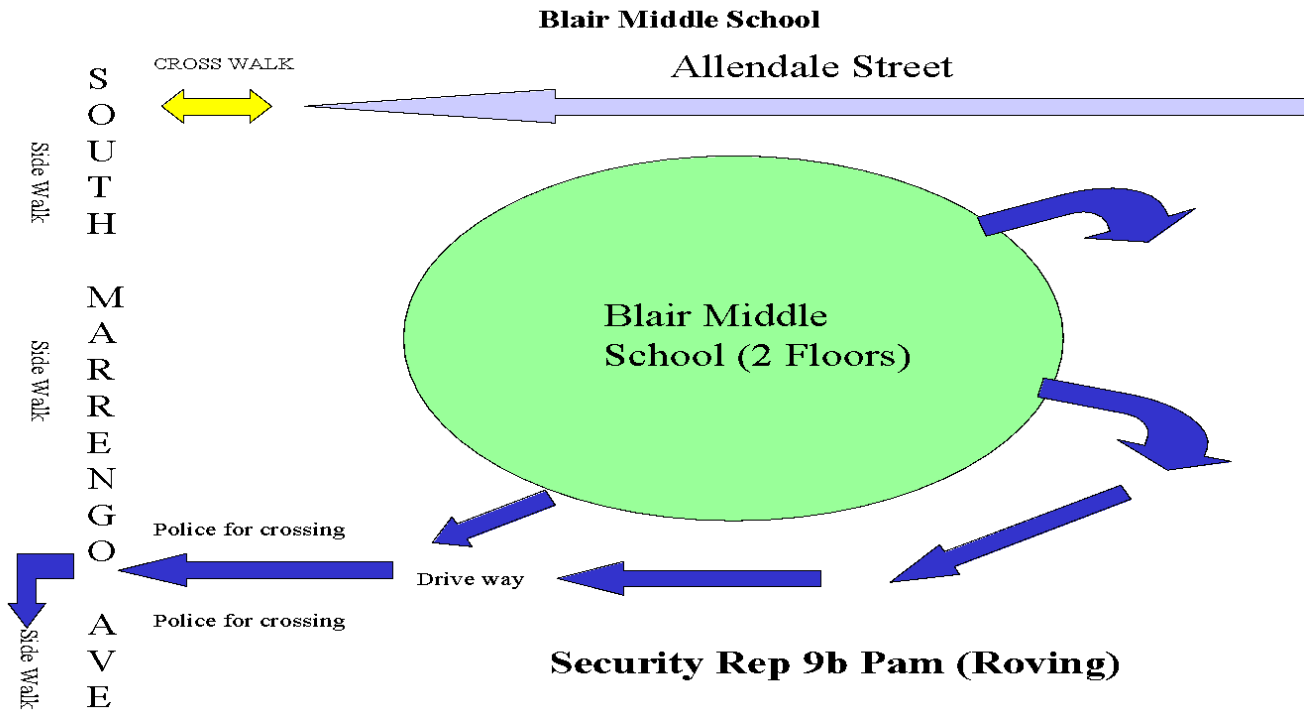
### **Additional Instructions to Parents:**

No parent will be allowed to enter the Shelter in Place area looking for his or her child. That would cause additional danger or serious confusion, and a controlled environment has to be maintained at all times. Parents may contact their child by cell phone, but **do not** instruct the child to leave the controlled area. Parent's responsibility is to keep medical and phone rosters current with school. Patience must be practiced. Safety is the number one concern of the school. Your cooperation is greatly appreciated

**Blair High School /Middle School Maps:** These maps depict the evacuation routes, functions, and layouts, to the designated assembly areas.

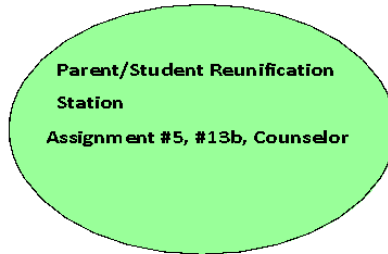
### Earthquake Evacuation Blair East High School Campus Earth Quake





**Layout of Upper Soccer & Lower Football Fields, including Points of Control**

**Tennis & Handball Courts**

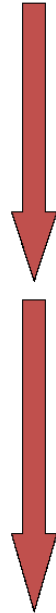
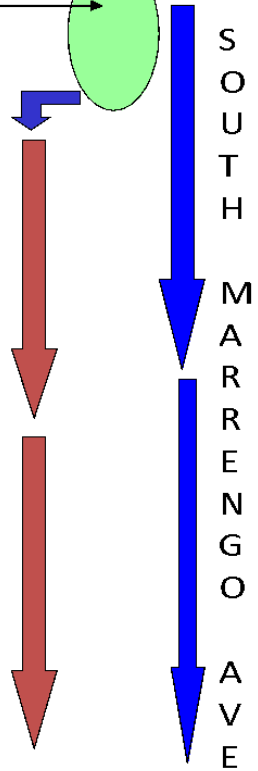
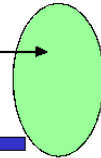


**UPPER  
SOCCER FIELD**

**Parent Request Gate Station**

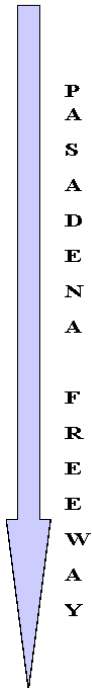
#4, #6, #7, #8

**South Marengo Gate  
Student Walk-in**

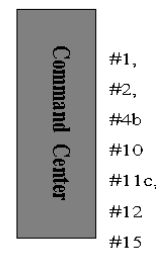
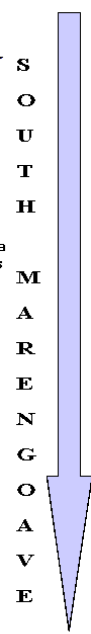
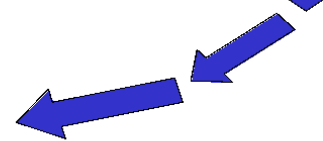


*Optional Route*

**Student Collection Area**



**South**



- #1,
- #2,
- #4b
- #10
- #11c,
- #12
- #15

Cafeteria Workers

- Disaster Teams**
- #18 Platinum
  - #19 Gold
  - #20 Silver
  - #21 Bronze



**Gate**



BLAIR HIGH SCHOOL  
**Evacuation Field  
Assignment Map**  
1 September 2018

5	BE 16	JROTC/ISG Hicks	ISG Hicks
10	GYM Delgado, Raul	GYM Russell Kathy	Gym
15	1219 Bice, Kevin	1115 Judith Gonzales	BE28 Sharp, Camyrin
20	1209 Glenn, Eric	1117 Carrillo, Lorena	1129 Galvin, Laura
25	1205 Voong, Kieu	1215 Manzanares, Michele	1218 Reynoso, Isabel
30	1210 Jaime Craig	1206 D'Souza, Jennifer	1208 Orduña, Irad
35	1116 Audelo'Sharp, Veronica	1204 Espinoza, Adria	1207 Najera, Elizabeth
40	1201 Olugbala, Ahkim	1119 Anderson, Kathleen	1202 Madain, Alfred
45	1103 Heredia, Tania	1203 Fischer, Annette	1222 Chau, Alex
50	1101 Christine McLaughlin	BE 19 Asato, Megs	1136 Martinez, Vilma
50			
45	BE 13 Teresa, Garcia	BE 14 Vopez, Veronica	BE 15 Escalante, Luis
40	BE 10 Magdalena, Reyes	BE 7 Dakan, Michael	BE 3 Karen Law
35	BE 2 Rico, Saul	BE 9 Zhou, Liliana	BE 5 Gorse, Patricia
30	BE 8 Rose, Vasquez	BE 21 Solis, Steve	BE 23 Nicholson, Frances
25	BE 20 Rodriguez, Rene	BE 4 Batra, Monika	BE 6 Wong, Russell
20	BE 22 Tamar Vega	BE 26 James Goffred	BE 1 Nava, Daniella
15		BE 25 Birubryer, Michael	BE 11 Olsen, Colin
10	1128 Office	BE 17 Marquez, Nina	BE 12 To, Michael
5	1102 Keshishian, Grace	1118 Torres, Maria	BE 27 Porter, Lezlie

- Search & Rescue Team**
- #18 Platinum Team
  - #19 Gold Team
  - #20 Silver Team
  - #21 Bronze Team
- Overall Commanders**  
1SG Turner  
Michael Dakan  
Rene Rodriguez

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#3 AP (Vazquez)  
Roving

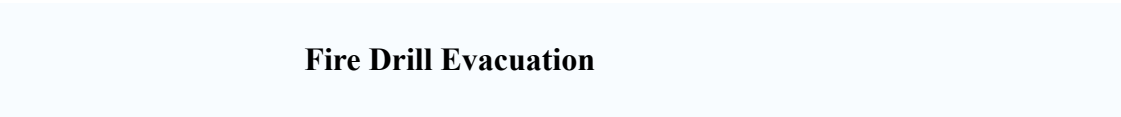
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**Command Center**

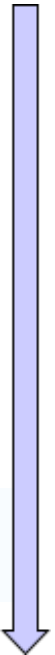
- #1
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- Dakan
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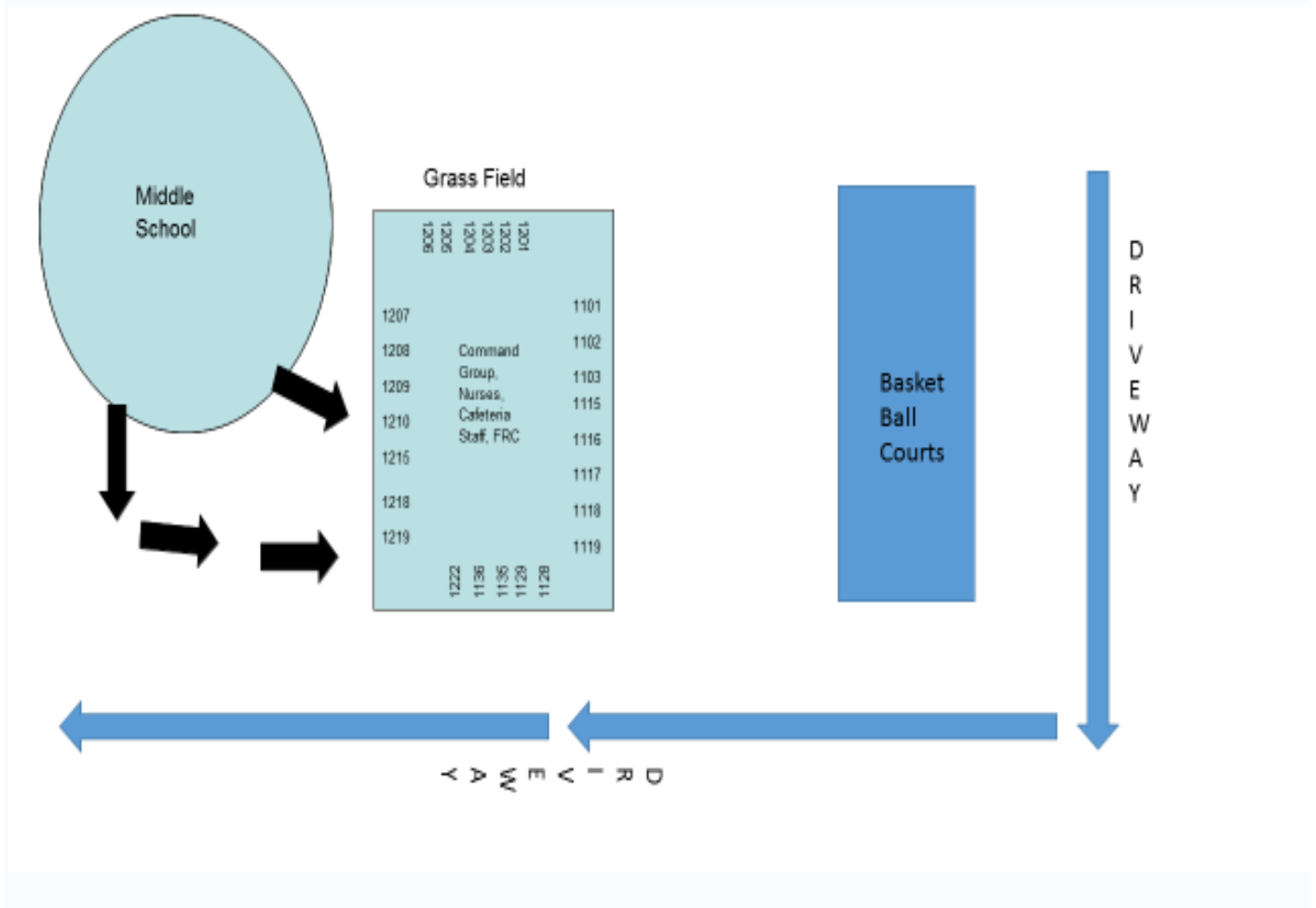
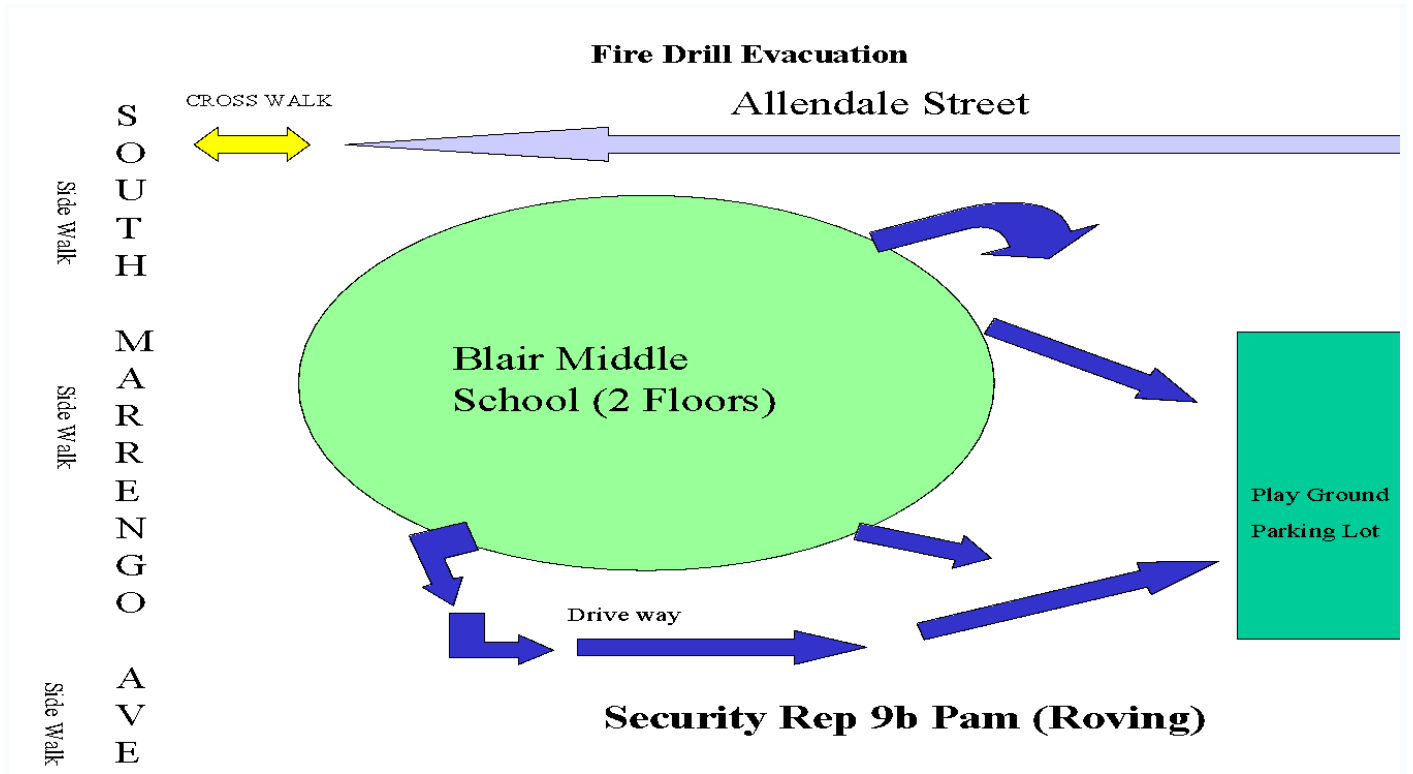
**(PRGS)**  
Parental Request  
Gate Station NE  
Corner  
Soccer Field, Gate  
#2, 6, 8,



**Fire Drill Evacuation**







**Appendix I (Search & Rescue Team Equipment Checklist)**

Backpacks for each member will include the following items:

- FlashLight with “D” Size Batteries
- Hard Hat With Headlamp
- Heavy duty Rubber boots for flooded areas
- Headlamp with Batteries for Hard Hats
- Glow Sticks for light source backup, (Cyalume, White)
- Heavy Duty Leather Work Gloves (2 pair)
- Electrical Fire Gloves
- Latex Gloves
- Writing Utensils, all weather & Notepad (China Markers)
- First Aid Kit complete
- Temporary Stretcher
- Safety Vest-color designated by Team
- Bottle of Water
- Waterproof Map of School Site
- Whistle
- Thermal Blanket
- Marking Kits (Chalk & Permanent Markers)
- Casualty Codes/Markers
- Mask: (particulate, Niosh-N95, TB Quality)
- Overall/Coveralls

\* **Viking Rover Team** will have the following additional items within their Backpacks

- Extra stretcher, and flat board

\*\* **Team Leaders Bag** will have additional equipment as indicated:

- Portable Fire Extinguisher
- Bolt Cutters
- Pry Bar
- Second Bottle of Water
- Fireman’s Axe
- Shovel
- Broom
- Wrench, (12”) Crescent, Pipe, Utility Shut-off

**Appendix II (Required Disaster Drill Bin Equipment Checklist) (Inspected Quarterly by Head Custodian & Commander (1SG Hicks); alternatively) Per Zachary Fogel, Director of Child Welfare, Attendance and Safety**

2 per site	Axes [fireman's]
1 per site	Axes [pick]
3 per 500	Backboards [hard plastic, yellow]
1000 per 500	Bags [ <b>Infectious waste</b> , plastic, red] (Use for bloody items & Toilets These bags will be the first to be picked up by sanitation trucks, due to the hazardous contents.)
100 per 500, plus	Bags [trash, large, plastic, flat] (use for seating, rain ponchos, body warmth, <u>and regular trash</u> ) (plus, 1 per class, 1 per station [Command Post, First Aid, etc.]
Depends on Pop #	Barrels [55-gallon, food-grade, for water, blue hard plastic] Figure ½ gal. Per person/50% attrition for 3 consecutive Days (Barrels last for about 15 years; water preserver (Concentrate treated water lasts for 5-years)
2 per site	Basin [plastic, wash] (Medical)
2 sets per	Batteries+ ["D", for <u>flashlights</u> ]
1 set per	Batteries [ <u>headlamp</u> ] (for Search & Rescue hard hats)
14 sets/2 sets per	Batteries [ <u>Lantern</u> ] (Command Post, Medical, Request, Reunion)
½ # population, plus	Blankets [Mylar] (plus, 10% of total pop. for Medical)
50 per 500	Blankets [paper, disposable]
2 gallons per site	Bleach+ [1-gal. bottle, unscented]
1 pr. per member	Boots [med. /large, rubber, heavy] (S&R Teams, rain/flooding)
2 sets	Box [file, cardboard, with A-Z dividers] (1 Request Gate & 1 Reunion Gate)
1 per site	{Box} [explosion-proof] (Store fuel for generator)
1 per site	Broom [push, full-size] (Search & Rescue)
10 per 500	Buckets [5-gal., plastic, white, use as toilets]
1 per <u>each</u> EAA	Bull Horns (Emergency Assembly Areas)
2 per site	Cable (to connect car battery to emergency power)
3 per site	Can Openers [manual]
4 per site	Canopies with side panels (1 Command Post, 1 Medical, 1 Request Gate, 1 Reunion Gate)
50 lbs. per 500	Cat Litter [toilets, odor-control]
12-16 per site	chairs [folding] (if possible)
15-25 per site	Clipboards [for emergency job descriptions]
5 boxes per site	Clips [metal, paper, standard & large]
	Crow Bar [see Pry Bar]
1500 per 500	Cups [4 oz., paper - elementary schools] (3 days = 4500)
1500 per 500	Cups [8 oz., paper - middle/high schools] (3 days = 4500)
2 per site	Cutters [wire and bolt, insulated] Duct Tape
2 per site	Fire Extinguisher [large industrial, ABC]
# varies by Site	Flashlights ["D" battery size; 1 ea. S&R Team member, 1 each Class, 3 Command Post 3 Medical, 3 Request Gate, 3 Reunion Gate, 2 counseling, 2 Logistics (bin), 1 PIO/Media]
5 per site	Flashlights [manual, wind-up]

Forms :( to be kept in water tight conditions)

- Command Post Incident Log
- First Aid Care
- Media Updates
- Mortality Log
- Student Request
- Student Reunion
- Purchases (post-disaster)

{Fuel} (For generator)

6 per site	Gloves [ <u>pairs</u> , heavy-duty, rubber]
# varies per Site	Gloves [heavy, work, medium & large] (2 pairs per Search & Rescue member, Plus 12 pairs per site) (sanitation set-up, logistics, Custodians, etc.)
# varies per Site	Goggles [clear plastic, wrap-around]
2 per site	Hammers [20 oz., claw]
# varies per Site	Helmets and vests for school officials and volunteers,
7 per site	Lanterns [2 Command Post, 3 First Aid/Medical, 1 Request Gate, 1 Reunion Gate]
200 per site	Light sticks [12-hour, cyalume, yellow] (tie to tent stakes – path to & toilet illumination; also, 3 per class - 1 per night)
6 per team	Light sticks [30-min., high-intensity, cyalume, white] ( <u>Search &amp; Rescue Team</u> )
2 per site	Magnifying Glasses (Medical)
1 per site	Maps [3'x 4', site, laminated, 6" white space on right margin for incident notes] (Command Post)
1 per member	Maps [site, portable] ( <u>Search &amp; Rescue members</u> )
1 each per member	Markers [(China; <u>yellow</u> , <u>red</u> )] (Search & Rescue members)
125 per 500	Masks [dust]
2 per member	Masks [particulate, NIOSH-N95, TB quality] ( <u>Search &amp; Rescue members</u> )
3 per site	Matches [250/ <u>box</u> , wooden] (750)
1 per member	Overalls/Jumpsuits (Search & Rescue members)
1 per member	Packs [Backpacks, canvas] (Search & Rescue members)
OPTIONAL	Packs [Fanny, small]
1 per member	Packs [Fanny, medium] (Medical team)
2 per site	Pails [1-gallon, plastic]
1 ream per class	Paper [blank, printer]
20 per site	Paper [steno notebooks] (5 for Medical)
200 per 500	Pencils
	Pencils and pens for record keeping
2 per site	Pliers [channel lock]
1 per site	Pliers [long-nose]
2 per site	Pry Bar [3-foot]
2 per site	Pump [siphon, 5 gallons per minute, plastic] (for dispensing water From 55-gallon emergency water barrels)
1 per site	Radios [portable, solar/manual crank]

**Rope/Twine**

1 roll per site Rope [50'-100', synthetic]  
 1 large Roll per site Rope [twine: tie light sticks to tent stakes-pathway & toilet Illumination]  
 4 rolls per site Rope [1/4"x 600', nylon cord]

**Saws**

1 per site Saw [large, rip, cross-cut]  
 1 per site Saw [hack]

**Shelters**

10 per 500 Shelters [Privacy, Collapsible Toilet Enclosures]

**Signs**

1 set per site Signs [large, laminated, holes for hanging up] (in necessary Languages by site population – English, Spanish, Korean, Armenian, etc.  
 (Categories: Command Post, Counseling, First Aid/Medical, Media Area, Request Gate, Reunion Gate, Toilet "BOYS," Toilet "GIRLS," Toilet "ADULTS")

**Shovels**

2 per site Shovels [round nose]  
 1 per site shovels [square nose]  
 2 per site Sledge Hammer [15 lb., double face]

**Soap [bars]**

1 per site Soap+ [2-liter, hand-sanitizer, germicidal, Purell-like] (Medical)  
 # varies per site Soap+ [hand-sanitizer, germicidal, Purell-like] (two 16-oz. bottles Per toilet station)  
 # varies per site Soap+ [hand-sanitizer, germicidal, Purell-like] (one per Class/teacher)  
 50 per site Stakes [tent, metal] (for tying light sticks to - pathway illumination)  
 5 per site Stapler  
 5 per site Staples [2500 box]

**Stretchers**

3 per site Stretchers Evacuation-Aid [flexible canvas gurney, red, brand name BRW]  
 1 per team Stretchers (Search & Rescue)  
 3-5 Tables [6', folding]  
 3 rolls per 500 Tarps [12'x 100,' 3 mil thick, plastic]  
 3 per site Tents possible not mandatory  
 2 per site Tissue [facial, cases]  
 100 rolls per 500 Tissue [toilet]  
 10 per 500 Toilet Seats [for 5-gallon buckets]  
 Keep Current Ones Toilets [portable]  
 50 rolls per 500 Towels [paper]

**Vests**

# varies by site Vests should be Red and or Orange different colors are fine with job on the back, but for restock use red and or Orange

**Wrenches**

2 Wrenches	[to open 55-gallon water Barrel ports]
2 per site	Wrenches [12," crescent]
2 per site	Wrenches [12," pipe]
1 for each utility	Wrenches [12," utility shut-off] (Label gas, water, etc. per site)

***Appendix III (Classroom Lock-Down Emergency Footlockers)***

The following items should be maintained in a high state of preparedness within the **Classroom Lock-Down Emergency Foot Locker**

**Emergency Survival Footlocker**

- Copy of the Blair Disaster Drill Standard Operating Procedure, (SOP)
- Footlockers have to be securable
- Flashlight with batteries/ stored separately
- Glow sticks for light source backup
- First Aid Kit
- Classroom Marker panels, Red/Yellow/Black
- Portable Toilet/ with screen and bags, toilet tissue, capable of sustaining 8 hrs of use
- Disposable sanitary lid covers
- Disposable sanitary hand wipes
- Emergency rations, Granola Bars, Fruit Bars, (have to have long shelf life)
- Whistle with lanyard
- Marking Kits (Chalk & Permanent Markers)
- Disposable potable water bottles (Arrowhead, Smart Water) Water Pouches
- Portable communications devices
- Bag of cat litter
- Six large trash bags for disposal of waste
- Thermal blanket (6)
- Mini Radio with Batteries
- Pairs of Vinyl Gloves

**Additional items for the Shelter in Place Kit:**

- Roll of Masking Tape
- Plastic sheeting for windows
- Runner/Messenger Vest



*Appendix IV***Comment Sheet (PUSD Requirement)**

Upon the completion of each drill; each member involved with the drill will be requested to provide feedback. This feedback will be used to improve the structure and readiness of the Teams and School Emergency Operations.

**ISSUES NOTED FROM DRILL**

State problems encountered and recommended solutions. Make your comments legible and list positive aspects, as well as what needs improvement. Ensure your comments are specific.

**Type of Drill**    Earthquake    Fire    Lock-Down    Gas Leak    Bomb Threat

**DATE:**

**TEACHER OR FACULTY MEMBERS NAME AND ROOM NUMBER**

Appendix V

**Blair High School**

**EMERGENCY STAFF/STUDENT ACCOUNTING REPORT**

**Teachers: Once your class is in place on the athletic field, take roll, complete the form below, and send it immediately to the command center.**

**TEACHER NAME:** \_\_\_\_\_ **ROOM #** \_\_\_\_\_

TOTAL NUMBER OF STUDENTS  
PRESENT AT BEGINNING OF PERIOD: \_\_\_\_\_

**TOTAL NUMBER OF STUDENTS  
PRESENT WITH YOU ON FIELD:** \_\_\_\_\_

NUMBER OF STUDENTS LEFT  
BEHIND IN ROOM (INJURED)\*: \_\_\_\_\_

NUMBER OF STUDENTS LEFT  
BEHIND IN ROOM (WITH THE INJURED)\* \_\_\_\_\_

NUMBER OF STUDENTS TAKEN TO  
TRIAGE AREA\*: \_\_\_\_\_

NUMBER OF STUDENTS WHO ARE  
MISSING/UNACCOUNTED FOR\*: \_\_\_\_\_

\* LIST NAMES AND ID NUMBERS OF MISSING STUDENTS BELOW (USE BACK IF NECESSARY):

STUDENT NAME	ID NUMBER	STUDENT'S LOCATION (ROOM, TRIAGE, MISSING)
1		
2		
3		
4		
5		
6		
7		
8		
9		

Appendix VI

<b>Blair Parent Request Form</b>				<b>Verification</b>	
<b>Students Name</b>					
<b>Requesting Parents Name</b>					
<b>Parent Request Gate Station Initials</b>					
<b>Parent Student Re-unification Initials</b>					
<b>Command Center</b>		<b>Location of Student</b>			
<b>Highlight Location</b>		<b>Triage</b>	<b>Football Field</b>	<b>Missing</b>	<b>Morgue</b>
<b>Receiving Parents Signature</b>					

<b>Blair Parent Request Form</b>				<b>Verification</b>
<b>Students Name</b>				

Requesting Parents Name					
Parent Request Gate Station Initials					
Parent Student Reunification Initials					
Command Center		Location of Student			
Highlight Location		Triage	Football Field	Missing	Morgue
Receiving Parents Signature					

### **Appendix VII**

## **(EXAMPLE) Drill Scenario Provided by PUSD Safety Office**

### **Scenario: "Shelter in Place"**

#### **Incident:**

Pandemic H5N1 Influenza

#### **Weather:**

It is a clear day with a prevailing 5 mph wind coming from the west

#### **School/District Sites**

Your school/work site is in a direct line with the direction the chemical cloud is moving. There is no time to evacuate the site.

#### **Notification:**

The District office has been notified of the potential problem.

The automated notification recording has been activated to inform parents and sites of the incident. Sites are informed to go to a "**Shelter in Place**" mode.

#### **Operational Activities:**

#### **Principal:**

- Broadcast an alarm to Shelter in Place
- Assist in getting students into shelter if needed.

- Place Shelter in Place Sign in the front doors of the schools.
- Block the base of the door with paper towels
- Simulate - blocking of vents and windows
- Simulate - Shut down window AC systems and cover with plastic

### **Teachers:**

- Get students into a building where the doors can be closed and secured. Classroom, gym, etc.
- Block the base of the door with paper towels
- Simulate - blocking of vents and windows
- Simulate - Shut down window AC units and cover with plastic.

### **Custodians & Security:**

- Assist as directed by Admin Staff

### **Maintenance and Operations – DSC**

- Simulate - HVAC shut down for schools sites and Ed Center
- Follow above directions for securing buildings at the DSC

### **Ed Center**

#### **ED Center notification:**

- Directors and Supervisors will notify office personnel of Shelter in Place

#### **Office Personnel**

- Shut down all hallway and office doors
- Shut off all window AC Units – simulate covering with plastic.
- Simulate – covering of HVAC vents

#### **Custodians**

- Put “Shelter in Place” signs at all entrances and secure perimeter doors.
- Follow direction as required.

#### **Timeline:**

**9:00 Start Drill - Notification given to school sites**

**9:30 All school sites are contacted by phone to check status**

**TBD Drill Concluded, notification made**

<b>Items For Inventory</b>	<b>Aug</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>Codes</b>
FlashLight w Batteries					<b>P = Present</b>
Hard Hat W/Light					<b>M = Missing</b>
Rubber Boots					<b>U = Unserviceable</b>
Assorted Glow Sticks					<b>E = Expired</b>
Leather Work Gloves 2 Pair					
Electrical Fire Gloves					
Latex Gloves					
China Marker/Notepad					
First Aid Kit Updated					
Portable Stretcher					
Safety Vest					
Bottle water					
Waterproof Map of School					
Whistle					
Thermal Blanket					
Marking Kit					
Casualty Code Markers					
Mask TB Quality					
Overalls/Coveralls					
<b>Team Leader Additional</b>					
Portable Fire Extinguisher					
Bolt Cutters					
Pry Bar					
2nd Bottle Water					

Fireman's Axe					
Shovel					
12" Crescent Wrench					
Utility Shut Off Wrench					
Whisk Broom					

Search & Rescue Members  
Equipment Quarterly  
Inventory Status

Date Inspected: \_\_\_\_\_

Search &amp; Rescue Members Name: \_\_\_\_\_

Signature: \_\_\_\_\_

**Quarterly Disaster Bin  
Equipment Inspection Checklist**

Qty Item	Item Description	Status	P = Present M = Missing U = Unserviceable E = Expired
2 per site	Axes [fireman's]		M = Missing
1 per site	Axes [pick]		U = Unserviceable
3 per 500	Backboards [hard plastic, yellow]		E = Expired
1000 per 500	Bags [ <b>Infectious waste</b> , plastic, red]		
100 per 500, plus	Bags [trash, large, plastic, flat]		
Depends on Pop #	Barrels [55-gallon, food-grade, for water, blue hard plastic]		
2 per site	Basin [plastic, wash] (Medical)		
2 sets per	Batteries+ ["D", for <u>flashlights</u> ]		
1 set per	Batteries [ <u>headlamp</u> ] (for Search & Rescue hard hats)		
14 sets/2 sets per	Batteries [ <u>Lantern</u> ] (Command Post, Medical, Request, Reunion)		
½ # population, plus	Blankets [Mylar]		
50 per 500	Blankets [paper, disposable]		
2 gallons per site	Bleach+ [1-gal. bottle, unscented]		
1 pr. per member	Boots [med. /large, rubber, heavy] (S & R Teams, rain/flooding)		
2 sets	Box [file, cardboard, with A-Z dividers] (1 PSR & 1 PRGS)		
1 per site	{Box} [explosion-proof] (Store fuel for generator)		
1 per site	Broom [push, full-size] (Search & Rescue)		
10 per 500	Buckets [5-gal., plastic, white, use as toilets]		
1 per <u>each</u> EAA	Bull Horns (Emergency Assembly Areas)		
2 per site	Cable (to connect car battery to emergency power)		
3 per site	Can Openers [manual]		
4 per site	Canopies w/side panels (1 Command Post, 1 Medical, 1PSR, 1 PRGS)		
50 lbs. per 500	Cat Litter [toilets, odor-control]		
12-16 per site	chairs [folding]		
15-25 per site	Clipboards [for emergency job descriptions]		
5 boxes per site	Clips [metal, paper, standard & large]		
1500 per 500	Cups [4 oz., paper - elementary schools] (3 days = 4500)		
1500 per 500	Cups [8 oz., paper - middle/high schools] (3 days = 4500)		
2 per site	Cutters [wire and bolt, insulated] Duct Tape		
2 per site	Fire Extinguisher [large industrial, ABC]		
# varies by Site	Flashlights ["D" battery size; 2 each Per Command Site]		
5 per site	Flashlights [manual, wind-up]		
Forms	Command Post Incident Log, First Aid, Media Update		
Forms	Mortality Log, Student Request, Purchase Request		
Fuel, generator	5-10 Gallon		
6 per site	Gloves [ <u>pairs</u> , heavy-duty, rubber]		
# varies per Site	Goggles [clear plastic, wrap-around]		



2 per site	Hammers [20 oz., claw]		
7 per site	Lanterns [2 Command Post, 3 First Aid/Medical, 1 Request Gate, 1 Reunion Gate]		
200 per site	Light sticks [12-hour, cyalume, yellow]		
2 per site	Magnifying Glasses (Medical)		
1 per site	Maps [3'x 4,' site, laminated, 6" white space on right margin for incident notes]		
125 per 500	Masks [dust]		
3 per site	Matches [250/ <u>box</u> , wooden] (750)		

### Quarterly Disaster Bin Equipment Inspection Checklist

Qty Item	Item Description	Status	P = Present M = Missing U = Unserviceable E = Expired
1 per member	Packs [Fanny, medium] (Medical team)		
2 per site	Pails [1-gallon, plastic]		
1 ream per class	Paper [blank, printer]		
20 per site	Paper [steno notebooks] (5 for Medical)		
200 per 500	Pencils and pens for record keeping		
2 per site	Pliers [channel lock]		
1 per site	Pliers [long-nose]		
2 per site	Pry Bar [3-foot]		
2 per site	Pump [siphon, 5 gallons per minute, plastic] (for dispensing water)		
1 per site	Radios [portable, solar/manual crank]		
<b><u>Rope/Twine</u></b>			
1 Roll per site	Rope, [50' - 100', synthetic]		
1 large Roll	Rope [twine: tie light sticks to tent stakes-pathway & toilet illumination]		
4 rolls per site	Rope [1/4"x 600', nylon cord]		
<b><u>Saws</u></b>			
1 per site	Saw [large, rip, cross-cut]		
1 per site	Saw [hack] with extra Blades		
10 per 500	Shelters [Privacy, Collapsible Toilet Enclosures]		
<b><u>Signs</u></b>			
1 Set per site	: Command Post, Counseling, First Aid/Medical, Media Area, Request Gate Reunion Gate, Toilet "BOYS," Toilet "GIRLS," Toilet "ADULTS")		
2 per site	Shovels [round nose]		
1 per site	shovels [square nose]		
2 per site	Sledge Hammer [15 lb., double face]		
<b><u>Soap [bars]</u></b>			
1 per site	Soap [2-liter, hand-sanitizer, germicidal, Purell-like] (Medical)		
# varies per site	Soap [hand-sanitizer, germicidal, Purell-like] (2- 16-oz. bottles Per Toilette)		
# varies per site	Soap+ [hand-sanitizer, germicidal, Purell-like] (one per Class/teacher)		
50 per site	Stakes [tent, metal] (for tying light sticks to - pathway illumination)		
5 per site	Stapler		
5 per site	Staples [2500 box]		
3 per site	Stretchers Evacuation-Aid [flexible canvas gurney, red, brand name BRW]		
3-5 per site	Tables [6', folding]		
3 rolls per 500	Tarps [12'x 100,' 3 mil thick, plastic]		
3 per site	Tents possible not mandatory		
2 per site	Tissue [facial, <u>cases</u> ]		
100 rolls per 500	Tissue [toilet]		

10 per 500	Toilet Seats [for 5-gallon buckets]		
Keep Current	Toilets [portable]		
50 rolls per 500	Towels [paper]		
<b>Vests per site</b>	Red and or Orange different colors are fine with job on the back		
<b>Wrenches</b>			
2 Wrenches	[to open 55-gallon water Barrel ports]		
2 per site	Wrenches [12," crescent]		
2 per site	Wrenches [12," pipe]		
1 for each utility	Wrenches [12," utility shut-off] (Label gas, water, etc. per site)		

**Classroom Emergency Lockdown Kit  
Quarterly Inspection Checklist**

<b>Qty Item</b>	<b>Item Description</b>	<b>Status</b>	<b>P = Present</b>
1 Per Classroom	Copy of Blair Disaster Drill Standard Operating Procedures (SOP)		<b>M = Missing</b>
1 Per Classroom	Securable Footlocker		<b>U = Unserviceable</b>
1 Per Classroom	Classroom Lockdown Kit Complete		<b>E = Expired</b>
1 Per Classroom	Flashlight with Batteries stored separately		
4 Per Classroom	Glow Sticks for Light Source		
1 Per Classroom	First Aid Kit		
1 Per Classroom	Classroom Marker Kit, with Black, Red, Yellow panels		
1 Box per Classroom	Sanitary Wipes		
1 Per Classroom	Whistle		
1 Per Classroom	China Markers 2 each, Black, Green, & Red		
1 Per Classroom	Portable Communication Device		
1 Per Classroom	10 Lb Bag Cat Litter		
1 Per Classroom	6 Large Trash Bags		
1 Per Classroom	Thermal Blankets (6)		
1 Per Classroom	Mini Radio with Batteries		
1 Box per Classroom	Disposable Vinyl Gloves		
<b>Additional Items</b>	<b>Shelter in Place Kit</b>		
1 Per Classroom	Roll of Masking Tape		
1 Per Classroom	Plastic Sheeting for Windows		
1 Per Classroom	Runner/Messenger Vest (Orange)		
-			

Date Inspected: \_\_\_\_\_  
Classroom/Office: \_\_\_\_\_

Teachers Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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# PASADENA UNIFIED SCHOOL DISTRICT

## Title I - Other Authorized Activities Reservations

*Our Children. Learning Today. Leading Tomorrow*

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

**School: Blair High**

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	538	\$119,430.62