School Year: **2023-24**

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 13, 2023	June 29, 2023

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)

X Schoolwide Program
X Additional Targeted Support and Improvement
  English Learners, Foster Youth, Students with Disabilities

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..

Educational Partner 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. I recieved input on the SPSA from both Instructional Leadership Team and our School Site Council.

Blair's SSC is made up of parents, students and staff and the discussion was an ongoing conversation from March - May, 2023.

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 1,100 students. We have several signature programs; Dual Language Immersion Program (DLIP), International Baccalaureate (IB), Middle Years Programme (MYP), Diplomma 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

Blair High School's Mission
We nurture a community of active, globally minded, compassionate leaders who are lifelong learners, committed to service, and who understand and appreciate diversity of thought, culture and values.

Blair High School's Vision
Our students will emerge as effective contributors to society who have been inspired to participate in a lifelong pursuit of knowledge and service to others.

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 2022-2023 school year, 1120 students were 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.

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), Armenian Advisory Board, Music boosters, and other parent groups.

Weekly communication is sent using S'More which can be easily translated into any language, including English, Spanish, and Armenian. 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.

Blair also has students enrolled in the Spanish Dual Language Immersion Program and the Armenian Academy. In middle school, DLIP 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 Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.19%	0.36%	1	2	4
African American	7.8%	6.74%	7.16%	86	72	80
Asian	3.7%	3.18%	3.04%	41	34	34
Filipino	3.0%	2.43%	1.97%	33	26	22
Hispanic/Latino	63.3%	64.23%	62.49%	697	686	698
Pacific Islander	0.2%	0.28%	0.18%	2	3	2
White	19.2%	20.51%	22.47%	211	219	251
Multiple/No Response	2.3%	1.97%	2.06%	25	21	23
			Total Enrollment	1,102	1068	1117

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	173	136	170
Grade 7	178	169	160
Grade 8	174	181	171
Grade 9	154	150	171
Grade 10	161	154	141
Grade 11	128	150	149
Grade 12	134	128	155
Total Enrollment	1,102	1,068	1,117

Conclusions based on this data:

1. Increase enrollment in the 2023.24 school year.

2. Blair continues to sharpen its marketing campaign. We consistently present at our feeder schools, which has helped us develop strong relationships with those schools and communities.

3. We are finding that more 8th graders are choosing to stay at Blair. We believe this is due to our VAPA program, which we have been expanding. We are building drama and will implement IB Drama in the 2024.25 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	224	223	253	20.30%	20.9%	22.6%
Fluent English Proficient (FEP)	334	307	308	30.30%	28.7%	27.6%
Reclassified Fluent English Proficient (RFEP)	61			27.2%		

Conclusions based on this data:

1. ELs continue to be about 23% 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 and our ELD Interventionist are holding professional developments in small group instruction, academic vocabulary, etc. to support our ELLs.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	171	148		0	143		0	143		0.0	96.6	
Grade 7	181	164		0	161		0	161		0.0	98.2	
Grade 8	173	186		0	177		0	177		0.0	95.2	
Grade 11	130	145		109	138		106	138		83.8	95.2	
All Grades	655	643		109	619		106	619		16.6	96.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2492.			15.38			20.98			26.57			37.06	
Grade 7		2533.			17.39			33.54			17.39			31.68	
Grade 8		2536.			13.56			31.07			24.29			31.07	
Grade 11	2571.	2528.		21.70	22.46		33.96	17.39		16.04	13.04		28.30	47.10	
All Grades	N/A	N/A	N/A	21.70	16.96		33.96	26.33		16.04	20.52		28.30	36.19	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.69			50.35			34.97	
Grade 7		19.25			54.04			26.71	
Grade 8		14.69			57.06			28.25	
Grade 11	20.75	18.84		56.60	41.30		22.64	39.86	
All Grades	20.75	16.80		56.60	51.21		22.64	31.99	

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.69			45.45			39.86	
Grade 7		24.84			43.48			31.68	
Grade 8		15.82			48.59			35.59	
Grade 11	24.53	27.54		38.68	30.43		36.79	42.03	
All Grades	24.53	20.52		38.68	42.49		36.79	37.00	

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		16.08			63.64			20.28	
Grade 7		11.80			67.08			21.12	
Grade 8		17.51			66.67			15.82	
Grade 11	10.38	10.14		70.75	60.87		18.87	28.99	
All Grades	10.38	14.05		70.75	64.78		18.87	21.16	

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.59			67.13			20.28	
Grade 7		21.12			55.28			23.60	
Grade 8		18.64			59.89			21.47	
Grade 11	17.92	22.46		67.92	41.30		14.15	36.23	
All Grades	17.92	18.74		67.92	56.22		14.15	25.04	

Conclusions based on this data:

1. Student interventions are needed within the class. All teachers will be asked to conduct small group instruction within the classroom on a regular basis.

2. 96% of our students completed state testing. We will continue to work towards 100% completion.

3. Teachers will be using common teaching strategies in all classes. This should increase teacher efficacy and better outcomes for students on the CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	171	148		0	143		0	143		0.0	96.6	
Grade 7	181	165		0	162		0	162		0.0	98.2	
Grade 8	173	186		0	178		0	178		0.0	95.7	
Grade 11	130	145		98	137		98	137		75.4	94.5	
All Grades	655	644		98	620		98	620		15.0	96.3	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2472.			11.89			11.89			25.87			50.35	
Grade 7		2501.			9.88			16.67			33.33			40.12	
Grade 8		2517.			19.66			15.73			14.61			50.00	
Grade 11	2554.	2511.		9.18	15.33		21.43	10.95		24.49	13.87		44.90	59.85	
All Grades	N/A	N/A	N/A	9.18	14.35		21.43	14.03		24.49	21.94		44.90	49.68	

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.69			35.66			56.64	
Grade 7		12.35			46.91			40.74	
Grade 8		18.54			39.33			42.13	
Grade 11	15.31	19.71		46.94	21.17		37.76	59.12	
All Grades	15.31	14.68		46.94	36.45		37.76	48.87	

Concepts & Procedures
Applying mathematical concepts and procedures

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		11.19			45.45			43.36	
Grade 7		9.26			51.23			39.51	
Grade 8		17.98			48.31			33.71	
Grade 11	15.31	13.87		48.98	50.36		35.71	35.77	
All Grades	15.31	13.23		48.98	48.87		35.71	37.90	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		11.89			53.85			34.27	
Grade 7		14.81			59.88			25.31	
Grade 8		14.61			51.69			33.71	
Grade 11	15.31	14.60		67.35	48.18		17.35	37.23	
All Grades	15.31	14.03		67.35	53.55		17.35	32.42	

Conclusions based on this data:

1. Consistent implementation of i-Ready by all staff must be a priority.

2. Math department will use formative data to help inform instruction.

3. Re-teaching and emphasizing foundational skills will be crucial for student success and will be ensured with the use of small group instruction.

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1500.5	1479.5		1499.1	1481.5		1501.5	1476.9		32	21	
7	1500.2	1493.4		1493.0	1489.4		1506.9	1497.1		27	27	
8	1489.4	1505.3		1492.0	1492.0		1486.3	1518.2		32	31	
9	1510.5	1471.5		1501.1	1446.7		1519.3	1495.9		29	40	
10	1473.4	1454.1		1439.7	1419.3		1506.5	1488.5		38	44	
11	1474.5	1448.9		1451.5	1412.4		1497.0	1484.9		30	49	
12	1518.0	1470.1		1508.0	1443.1		1527.5	1496.5		24	42	
All Grades										212	254	

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.50	14.29		43.75	4.76		15.63	33.33		28.13	47.62		32	21	
7	3.70	3.70		40.74	37.04		29.63	18.52		25.93	40.74		27	27	
8	6.25	16.13		25.00	25.81		15.63	12.90		53.13	45.16		32	31	
9	10.71	2.50		17.86	7.50		28.57	20.00		42.86	70.00		28	40	
10	2.78	0.00		13.89	22.73		22.22	18.18		61.11	59.09		36	44	
11	6.67	2.04		3.33	6.12		23.33	20.41		66.67	71.43		30	49	
12	8.33	4.76		12.50	11.90		45.83	21.43		33.33	61.90		24	42	
All Grades	7.18	5.12		22.49	15.75		24.88	20.08		45.45	59.06		209	254	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.00	14.29		40.63	28.57		12.50	38.10		21.88	19.05		32	21	
7	14.81	29.63		44.44	22.22		18.52	18.52		22.22	29.63		27	27	
8	18.75	22.58		12.50	29.03		15.63	6.45		53.13	41.94		32	31	
9	21.43	7.50		21.43	12.50		17.86	17.50		39.29	62.50		28	40	
10	11.11	6.82		13.89	25.00		22.22	11.36		52.78	56.82		36	44	
11	10.00	8.16		16.67	4.08		13.33	20.41		60.00	67.35		30	49	
12	16.67	11.90		25.00	11.90		29.17	19.05		29.17	57.14		24	42	
All Grades	16.75	12.99		24.40	17.32		18.18	17.72		40.67	51.97		209	254	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	0.00		12.50	9.52		37.50	28.57		43.75	61.90		32	21	
7	0.00	0.00		25.93	7.41		25.93	48.15		48.15	44.44		27	27	
8	3.13	6.45		6.25	16.13		25.00	29.03		65.63	48.39		32	31	
9	7.14	2.50		0.00	0.00		32.14	25.00		60.71	72.50		28	40	
10	5.56	0.00		5.56	2.27		13.89	25.00		75.00	72.73		36	44	
11	3.33	0.00		6.67	6.12		16.67	8.16		73.33	85.71		30	49	
12	4.17	0.00		4.17	9.52		45.83	14.29		45.83	76.19		24	42	
All Grades	4.31	1.18		8.61	6.69		27.27	23.23		59.81	68.90		209	254	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	9.52		68.75	47.62		25.00	42.86		32	21	
7	0.00	0.00		62.96	55.56		37.04	44.44		27	27	
8	12.50	9.68		28.13	41.94		59.38	48.39		32	31	
9	7.14	2.50		42.86	27.50		50.00	70.00		28	40	
10	0.00	0.00		38.89	38.64		61.11	61.36		36	44	
11	0.00	0.00		26.67	12.24		73.33	87.76		30	49	
12	0.00	0.00		45.83	26.19		54.17	73.81		24	42	
All Grades	3.83	2.36		44.50	32.68		51.67	64.96		209	254	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	65.63	42.86		12.50	38.10		21.88	19.05		32	21	
7	66.67	59.26		11.11	11.11		22.22	29.63		27	27	
8	37.93	38.71		17.24	19.35		44.83	41.94		29	31	
9	48.15	30.00		14.81	20.00		37.04	50.00		27	40	
10	27.78	34.09		25.00	9.09		47.22	56.82		36	44	
11	30.00	28.57		16.67	8.16		53.33	63.27		30	49	
12	52.17	23.81		21.74	23.81		26.09	52.38		23	42	
All Grades	46.08	34.65		17.16	16.93		36.76	48.43		204	254	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	4.76		21.88	19.05		71.88	76.19		32	21	
7	7.41	0.00		37.04	37.04		55.56	62.96		27	27	
8	3.13	12.90		21.88	25.81		75.00	61.29		32	31	
9	7.41	2.50		33.33	22.50		59.26	75.00		27	40	
10	5.56	2.27		16.67	18.18		77.78	79.55		36	44	
11	3.33	0.00		20.00	14.29		76.67	85.71		30	49	
12	8.70	4.76		34.78	14.29		56.52	80.95		23	42	
All Grades	5.80	3.54		25.60	20.47		68.60	75.98		207	254	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.50	0.00		59.38	57.14		28.13	42.86		32	21	
7	0.00	3.70		70.37	59.26		29.63	37.04		27	27	
8	0.00	6.45		50.00	58.06		50.00	35.48		32	31	
9	3.57	0.00		50.00	37.50		46.43	62.50		28	40	
10	5.56	0.00		41.67	40.91		52.78	59.09		36	44	
11	3.33	2.04		33.33	26.53		63.33	71.43		30	49	
12	8.33	0.00		62.50	50.00		29.17	50.00		24	42	
All Grades	4.78	1.57		51.67	44.49		43.54	53.94		209	254	

Conclusions based on this data:

1. The International Academy has many students with interrupted formal education, trauma, and unstable housing. We would like to hire a TOSA for the IA in order to properly assess and assist the students.

2. Reading and writing are the areas with the lowest scores. We have hired an ELD interventionist who will be tracking our ELD data and working with our LTELs.

   Our instructional coach also works with students and teachers to ensure they have the tools to support our ELLs.

3. We will continue to work with LADD to support our ELLs.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,068	**65.1**	**20.9**	**1.9**
Total Number of Students enrolled in Blair High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	223	20.9
Foster Youth	20	1.9
Homeless	33	3.1
Socioeconomically Disadvantaged	695	65.1
Students with Disabilities	126	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	72	6.7
American Indian	2	0.2
Asian	34	3.2
Filipino	26	2.4
Hispanic	686	64.2
Two or More Races	21	2.0
Pacific Islander	3	0.3
White	219	20.5

Conclusions based on this data:

1. Enrollment has been increasing.

2. ELLs make up 20.1% of our student body, students in special education make up 11.8% of our student body, and we have 20 students in foster care. These are our ATSI target groups, so we need to ensure they are supported inside and outside of the classroom. We hope the

3. Our middle school should be at capacity in the 2022.23 school year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Low

Mathematics

Low

English Learner Progress

VeryLow

College/Career
Not Reported in 2022

Academic Engagement

Graduation Rate

Medium

Chronic Absenteeism

Very High

Conditions & Climate

Suspension Rate

Medium

Conclusions based on this data:

1. English Language Arts and Math are still areas of concern.

2. English Learner Progress also needs to improve.

3. Small group instruction and common teaching strategies should help improve our engagement and academics.

School and Student Performance Data

Academic Performance
English Language Arts
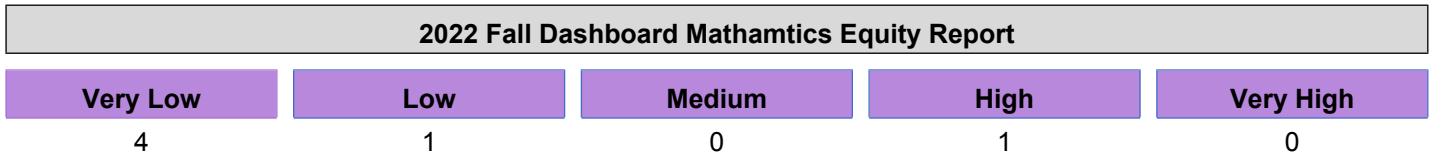
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
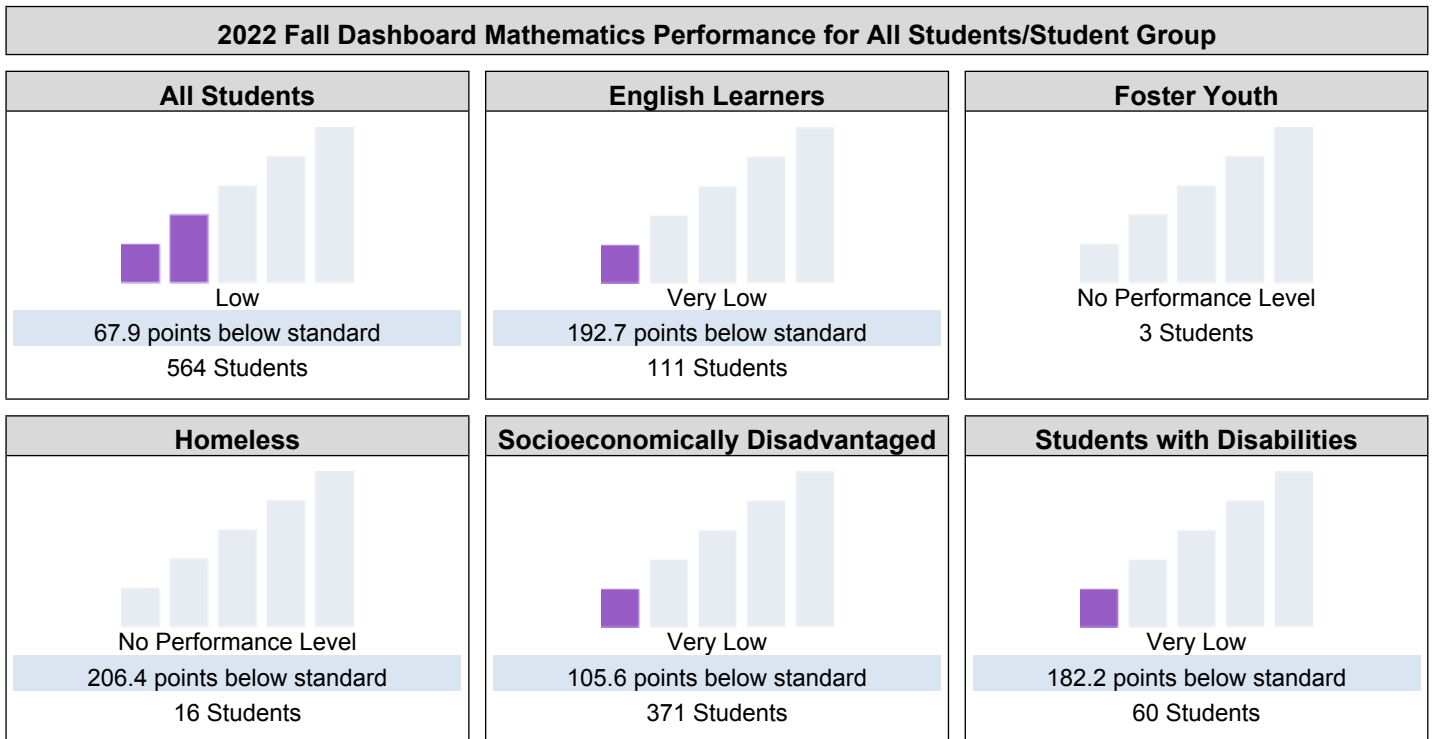
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
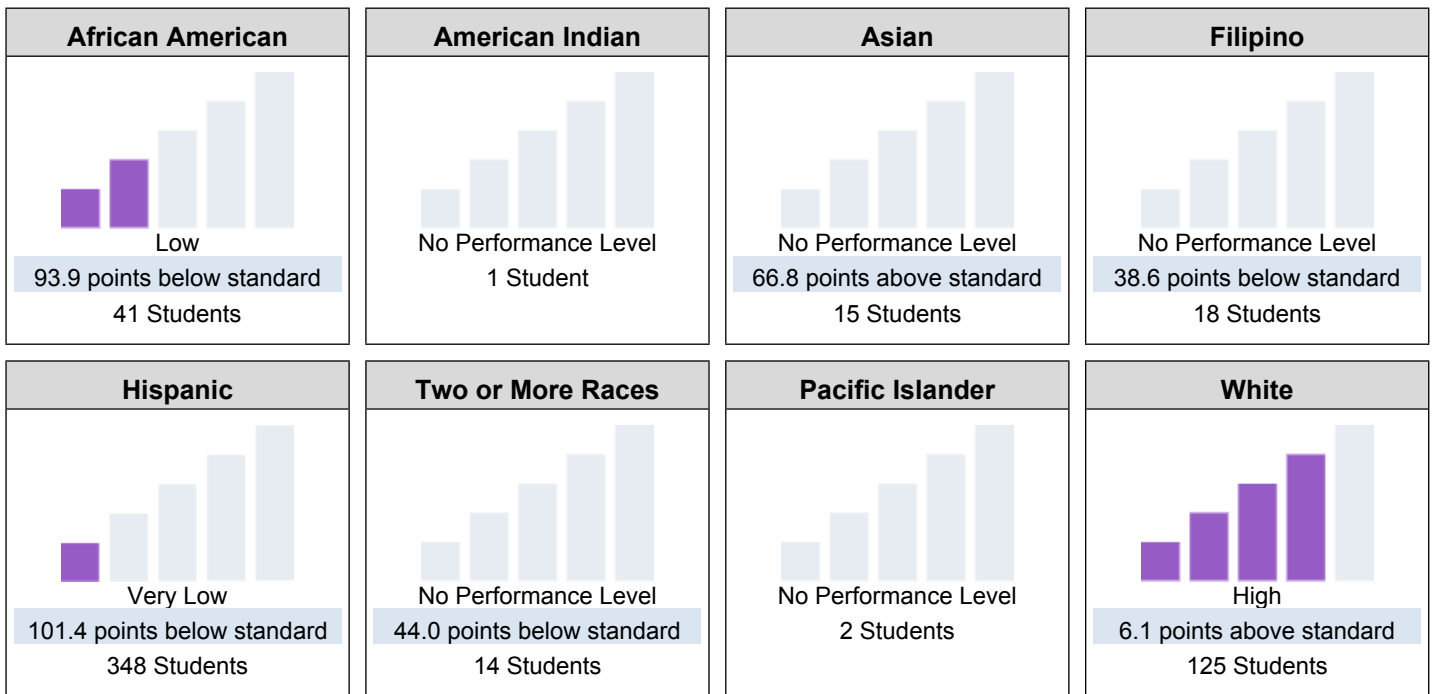

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
21.2 points below standard	155.8 points below standard	3 Students
563 Students	111 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
145.7 points below standard	56.7 points below standard	135.0 points below standard
16 Students	371 Students	60 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American
Low

35.5 points below standard

41 Students

American Indian
No Performance Level

1 Student

Asian
No Performance Level

63.6 points above standard

15 Students

Filipino
No Performance Level

37.8 points above standard

18 Students

Hispanic
Low

54.7 points below standard

347 Students

Two or More Races
No Performance Level

0.4 points below standard

14 Students

Pacific Islander
No Performance Level

2 Students

White
Very High

49.5 points above standard

125 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner
178.1 points below standard

88 Students

Reclassified English Learners
70.1 points below standard

23 Students

English Only
19.3 points above standard

304 Students

Conclusions based on this data:

1. Blair is hiring a TOSA for the International Academy in 2023.24 which will offer wrap-around support for our IA students.

2. We have a 3 year plan that we created after our WASC visit to address the student groups who need the most support.

**3.** Our African American, Hispanic, & SED students are low. We must ensure that we support these student groups.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	1	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
67.9 points below standard	192.7 points below standard	3 Students
564 Students	111 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
206.4 points below standard	105.6 points below standard	182.2 points below standard
16 Students	371 Students	60 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Low
93.9 points below standard
41 Students

American Indian
No Performance Level
1 Student

Asian
No Performance Level
66.8 points above standard
15 Students

Filipino
No Performance Level
38.6 points below standard
18 Students

Hispanic
Very Low
101.4 points below standard
348 Students

Two or More Races
No Performance Level
44.0 points below standard
14 Students

Pacific Islander
No Performance Level
2 Students

White
High
6.1 points above standard
125 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
215.6 points below standard
88 Students

Reclassified English Learners
104.9 points below standard
23 Students

English Only
31.9 points below standard
305 Students

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
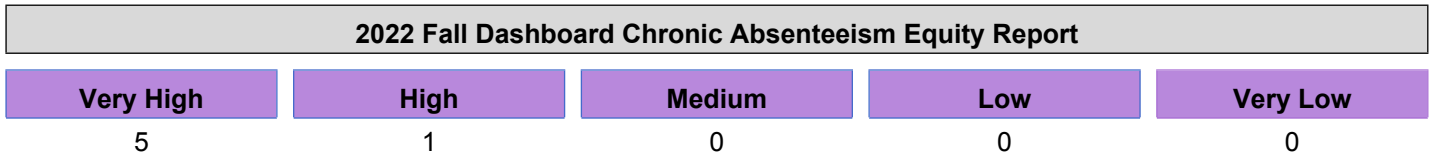## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
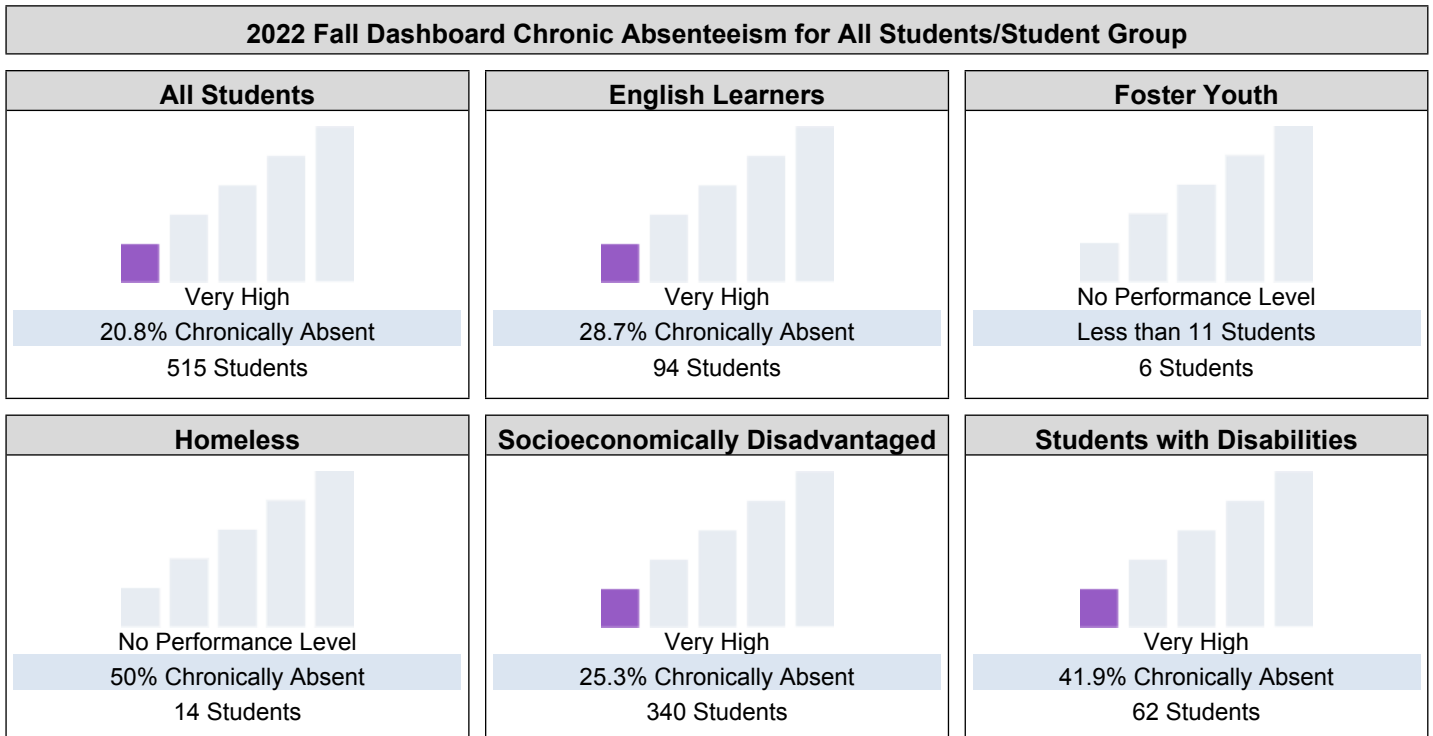
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

VeryLow

31.1 making progress towards English language proficiency

Number of EL Students: 161 Students
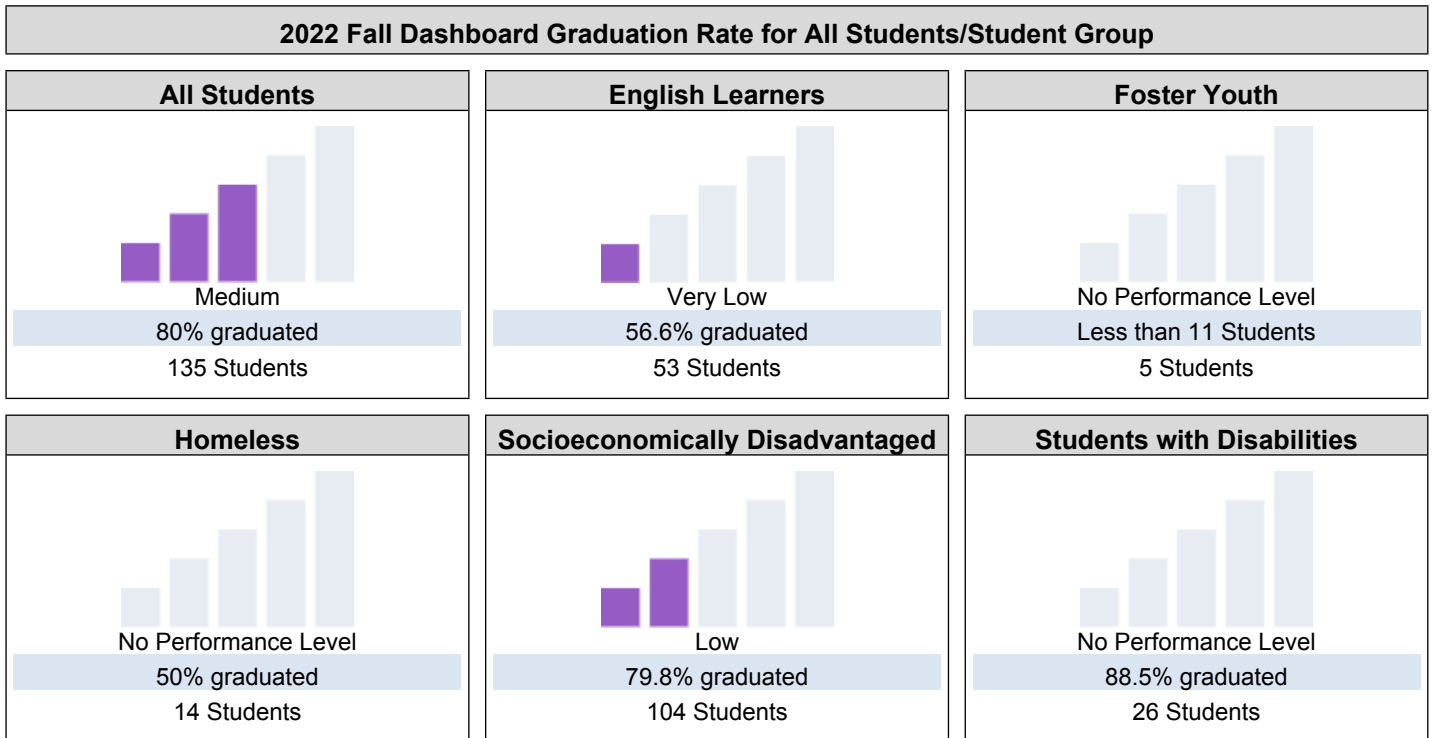
Performance Level: 1
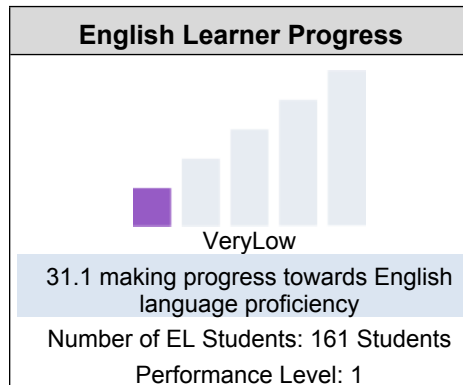
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
18.0%	50.9%	0.0%	31.1%

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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

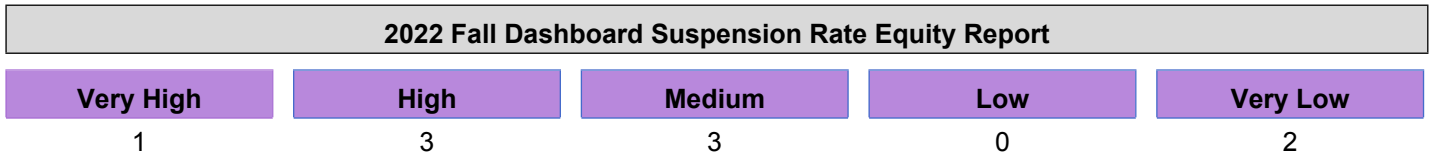## Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
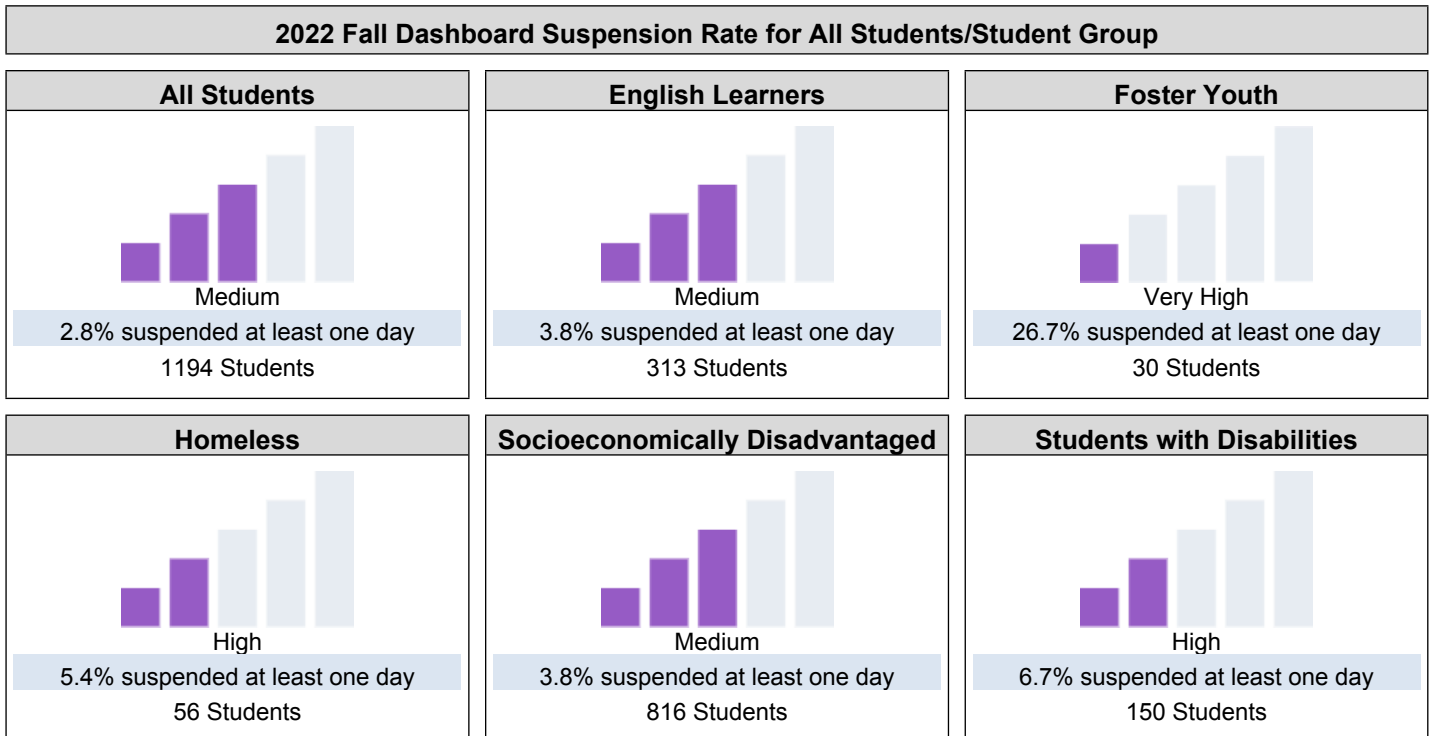
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
20.8% Chronically Absent	28.7% Chronically Absent	Less than 11 Students
515 Students	94 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
50% Chronically Absent	25.3% Chronically Absent	41.9% Chronically Absent
14 Students	340 Students	62 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	No Performance Level	No Performance Level
27.8% Chronically Absent	Less than 11 Students	8.3% Chronically Absent	7.1% Chronically Absent
36 Students	1 Student	12 Students	14 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	High
21.9% Chronically Absent	25% Chronically Absent	Less than 11 Students	17.8% Chronically Absent
333 Students	16 Students	2 Students	101 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Very Low	No Performance Level
80% graduated	56.6% graduated	Less than 11 Students
135 Students	53 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
50% graduated	79.8% graduated	88.5% graduated
14 Students	104 Students	26 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
7 Students		3 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Low		No Performance Level	No Performance Level
75% graduated		Less than 11 Students	90% graduated
100 Students		1 Student	20 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	3	3	0	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	Very High
2.8% suspended at least one day	3.8% suspended at least one day	26.7% suspended at least one day
1194 Students	313 Students	30 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Medium	High
5.4% suspended at least one day	3.8% suspended at least one day	6.7% suspended at least one day
56 Students	816 Students	150 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Very Low	No Performance Level
4.7% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
86 Students	3 Students	35 Students	28 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Very Low
3.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.4% suspended at least one day
776 Students	27 Students	3 Students	236 Students

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 about 25% of our student population.

Strategy/Activity

Provide a MYP Coordinator who will be funded by the district.

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)
	LCFF Supplemental and Concentration (S/C)
	LCFF Supplemental and Concentration (S/C)
	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2
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 about 25% of our student population.

Strategy/Activity

Provide training for ELA Teachers in small group instruction, data driven instruction, and iReady protocols. This will improve the ELA competency by targeting students individual funds and gaps of knowledge and accelerate their learning and comprehension, increasing iReady diagnostic scores and CAASPP scores. Pull-out days (3 days) for 8 teachers 4,800.

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)
4800	LCFF Supplemental and Concentration (S/C)
	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3
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 about 25% of our student population.

Strategy/Activity

Provide Turn-it-in software and training for all teachers to improve academic integrity and writing skills across all levels for all students, including FY, SPED, and ELLs. 3,743

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)
4000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4
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 about 25% of our student population.

Strategy/Activity

Purchase class novel sets that are highly engaging, culturally responsive, and relevant that encourage students to read, especially FY, ELLs, and SPED. 4,000

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)	Source(s)
8000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 district funded an MYP coordinator this year, so we did not use LCFF money for that. We did hire an ELD Interventionist to assist our English Language Learners.

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.

We have decided to use our ELD Interventionist to teach two English Language Arts courses to support LTELs.

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 2023 final semester 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

Provide training for Math teachers in small group instruction, data-driven instruction, iReady/Carnegie best practices (8 Teachers, 3 days $4,800).

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)
6000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students wil a focus on ELLs, SPED, and FY.

Strategy/Activity

After School Tutoring Cafe (duplicated - Goal 3) This will improve grades, A-G rates and graduation rates for all students, especiall FY, SPED, and ELLs.

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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students wil a focus on ELLs, SPED, and FY.

Strategy/Activity

Analyze D/F data six times per year, the first 2 marking periods of each semester and at the end of each semester. This will improve A-G rates and graduation rates for all students, especiall FY, SPED, and ELLs.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The math department met this year and created an aligned grading policy. This will take the mystery out of grading and policies for our students 6-12.

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

The data from the 2021.22 CAASPP indicated that our ELLs (43 students) were very low, SED students (309) were low , and our SPED students (77) were very low. We would like to see 5% growth in this area which would be fewer than 41 ELLs would be very low, fewer than 294 SED students would be low, and fewer than 73 SPED students would be very low.

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 iReady scores from the baseline diagnostic at the beginning of the year to the final diagnostic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data	43 of our ELLs scored very low on the CAASP ELA test in 2022.	We would like to see a 5% decrease in this number which would mean we would have fewer than 41 ELL students who score in the low category.
iReady Data	Every student will take the iReady Reading Diagnostic at the beginning of the year which will be our baseline data.	To see an increase in iReady reading scores in each grade level.
ELPAC Scores	Every EL student will be assessed in the spring.	We would like to see growth in every section of the ELPAC.
ELPAC Scores	Every LTEL will be assessed in the spring.	We would like to see 25% of our LTELs reclassify.

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 23% of our student population.

Strategy/Activity

ELD Interventionist who will teach 2 English classes with target ELD instruction, for LTEL students in middle school. This will help students in 6th and 7th grades reclassify and allow them to participate in electives. This will also improve our graduation rate, iReady scores, and CAASPP scores.

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)
94,500	LCFF Supplemental and Concentration (S/C)

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

Provide training for all content area teachers in academic content ELD strategies. This will include sub coverage for each content teacher, 2 pullout half-days per content, 8 subs required per day = 16 subs for (Math, ELA, Sci, History) $6,400.
This will provide scaffolding for our ELLS and increase their access to academic content.

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)
6,400	Title I Part A: Allocation

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, including ELLS, FY, and SPED.

Strategy/Activity

Blair will provide small group instruction to improve the academic, social emotional, and behavioral needs of all students. This will also help decrease suspension rates, improve attendance, improve graduation rates, and improve ELPAC scores.

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)
5711	LCFF Supplemental and Concentration (S/C)
3942	Title I Part A: Allocation

Strategy/Activity 4
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, including ELLS, FY, and SPED.

Strategy/Activity

Provide 3 DLIP Pull-Out Days to identify students who are performing below grade level, plan engaging lessons, and discuss small group instruction/best practices $2,400 (3 days), 4 teachers

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)
2,400	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including FY, SPED, ELLs

Strategy/Activity

Purchase highly engaging, culturally relevant, engaging books for students to promote literacy and a love of reading. $20,000

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)	Source(s)
20,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, ELLs, and SPEd

Strategy/Activity

Provide an After School Tutoring Cafe that is highly engaging, accessible to all students, and across content areas in order to improve the graduation rate for all students. $15,000

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)	Source(s)
15,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs

Strategy/Activity

Provide IB MYP and DP pull-out days to increase the efficacy of the program to improve student outcomes and graduation rates in IB programs. $8,000

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)	Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in grades 6-12.

Strategy/Activity

Provide Kami software (an educator tool) for all teachers in order to provide Universal Design Learning applications on all PDFs in order to increase access to high levels of rigor to improve D/F and graduation rates. $4,000

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)	Source(s)
4,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including SPED, ELLs, and FY

Strategy/Activity

Provide teacher planning and training days by allocating school business subs in order to implement common teaching tools to improve teacher efficacy and overall D/F and graduation rates. $8,000

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)	Source(s)
8,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Provide IB Trainings for up to 15 teachers in order to provide all staff the appropriate training necessary to implement IB effectively for all students. This will increase graduation rates, IB diploma rates, and D/F rates. $20,000

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)	Source(s)
20,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Provide In-Thinking IB Teacher Accounts so teachers can have access to highly engaging, scaffolded, yet rigorous IB lessons to implement in their classrooms. This will increase graduation rates, IB diploma rates, and D/F rates. $3,500

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)   Source(s)

| 3,500 | LCFF Supplemental and Concentration (S/C) |

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Purchase Robots, Large Class Size in order to provide an elective that is highly engaging for our ELLS, FY, and SPED students that will also be rich in language experiences, hands on learning, and project based learning. $10,000 Provide training for our Robotics teacher in order to provide an elective that is highly engaging for our ELLS, FY, and SPED students that will also be rich in language experiences, hands on learning, and project based learning. $1400

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) |
| 11,400 | LCFF Supplemental and Concentration (S/C) |

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Purchase incentives by using "Blair bucks" for students so they can attend dances, sports activities, field trips, etc in order to increase their academic engagement and sense of belonging on Blair's campus.

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) |
| 5,000 | Title I Part A: Allocation |

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Hire a substitute on special assignment who will be on campus every day to provide push-in support for at-risk students, supervision for safety, and teacher release time for co-planning and educational opportunities to increase the success of our ELLs, FY, and SPED students.

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)
60,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Purchase IXL Targeted Skill Support for all of our teachers so the can offer scaffolded lessons for our ELLs, FY, and SPED students in order to increase our ELPAC pass rate, decrease our D/F rate, and increase our graduation rates. $34, 602

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)
36000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Purchase Digital Theatre+ in order to provide an immersive platform for English Literature and Performing Arts that brings contemporary theater to life. This will help engage struggling readers and provide an opportunity to make real-life connections between reading and theatre. It will also provide a highly engaging platform for our at-risk students. $2,000

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)	Source(s)
2,500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Purchase Common Lit (Educator Tool) which is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. $3,250

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)
3,250	Title I Part A: Allocation

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Purchase Art Supplies for students to expose all students to the arts in an effort to provide highly engaging, hands-on, project-based learning to all interested students. $2,000

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)	Source(s)
2,000	Title I Part A: Allocation

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially FY, SPED, and ELLs.

Strategy/Activity

Host an annual award celebration for ELL's who pass ELPAC, this would improve ELPAC scores, foster parent engagement, and celebrate student success. $2,000

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)	Source(s)

2,000	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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 worked with CABE on ways to engage ELLs in content area courses.

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. LADD offered the CABE training which we intended to pay for.

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.

This year's SPSA will focus on our International Academy students and our LTELs so we can see growth with our lowest level of ELLS and our LTELs.

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 monitor and 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

Continue to support First-Generation high school students through mentorships, workshops, and meetings ($4,000) in order to increase graduation rate, attendance, and school connectedness.

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)
5000	LCFF Supplemental and Concentration (S/C)

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 an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Celebrate a college and career going culture by hosting a sign on the line event for parents, students, and community members in order to improve graduation rate, improve attendance, and school connectedness.. $3,000

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)	Source(s)
3,500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Provide college and career related field trips for middle school and high school students, to expose them to college. This is meant to increase our graduation rate and instill a college going culture at Blair. $6,000

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)	Source(s)
8,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Maintain and grow our NJHS & NHS clubs on campus to encourage academic excellence for all students, increase our graduation rate, and improve attendance. $800

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)
1000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Maintain ManageBac as a way to support IB teachers, coordinators, and students. The program supports curriculum planning, assessment and reporting across the IB continuum (MYP, CP, DP). $9,000

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)	Source(s)
9,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Purchase IB Promotional Items $3,000 and IB Office Supplies $2,600 to continue to honor and celebrate our students who demonstrate the Learner Profile attributes during evening awards ceremonies, graduation, and promotion to improve attendance rates, graduation rates, and promote IB access for all of our students.

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)
5600	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

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, IB/AP, Seal of Biliteracy, etc.)

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)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Continue to register and request dual enrollment courses at PCC for all students.

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)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with an emphasis on ELLS, SPED, and FY.

Strategy/Activity

Monitor students earning grades lower than a C in HCA courses, so they can receive mentorship, intervention, and support to graduate.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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. There was an emphasis on our International Academy and we have 32 potential graduates, which is our highest number ever.

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 continuing to focus 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), RtI team, and Special Education Focus group identified that our students with disabilities, IA students, and FY 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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

RtI Teacher (district paid). We will have an RtI TOSA on campus every day to support the social emotional, behavioral, and academic needs of students. This will improve attendance, graduation rate, and overall student well-being.

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)

Strategy/Activity 2
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

We will organize monthly positive rewards programs for improved or perfect attendance.
Absenteeism: Positive Rewards $5,000

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)	Source(s)
5,000	Title I Part A: Allocation

Strategy/Activity 3
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

We will continue to implement Restorative Justice Circles and provide training in order to improve student/staff relationships and improve behavior and attendance.

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)

Strategy/Activity 4
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

We will hire Hourly Classified staff to help with supervision in order to ensure that all students are in class every period, on time. $6,000

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)	Source(s)
8000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

We will provide attendance recovery opportunities on Saturdays by paying a certificated employee to run Saturday School, Attendance Recovery. Certificated employee will also employ Restorative Justice Circles during the class. $5,000

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)	Source(s)
8,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

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.

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)

Strategy/Activity 7
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

We will have attendance incentives 4 times per year. We will focus on perfect attendance as well as improved attendance.

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)

Strategy/Activity 8
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

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.

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)

Strategy/Activity 9
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, FY, and IA because these groups makes up a high rate of absenteeism within our student population.

Strategy/Activity

We will increase our SART meetings, so parents and students understand the importance of attendance.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 from the 2023 school year to the 2023 school year. We will increase the number of IA students who graduate and the overall number of graduates at Blair.

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.	We will identify how many students graduated in 2023. This will be our baseline.	We hope to see an increased number of IA and general student graduates.
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, SPED, and FY.

Strategy/Activity

We will host an original credit summer school for our IA students who often arrive with interrupted formal education, resulting in reduced units. We will pay for 3 teachers to teach summer school, a clerk, and a therapist (provided through EIR grant) $35,000. This will provide an opportunity for our students with formal interrupted education within our International Academy to earn original credit and graduate on time.

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)
35,000	Title I Part A: Allocation

Strategy/Activity 2
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, SPED, and FY.

Strategy/Activity

Provide school supplies for our IA students who often cannot afford to buy supplies. This will help students be successful academically and help them find a sense of belonging when they arrive, which is often at the beginning of the year. $1,000

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)	Source(s)
1000	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

IA TOSA (district paid)

Strategy/Activity

The International Academy TOSA will provide initial support when the students arrive, assist with reading transcripts, provide academic and behavioral support, and provide opportunities for wrap-around care for the IA students which should help increase the number and percentage of IA students who graduate.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

IA students.

Strategy/Activity

Prioritize obtaining and applying international course credits for all newcomer students. This will allow our students to earn credit for courses they already took in their home country. This will enable them to focus on the classes that they need to take to graduate.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, focus on ELLs.

Strategy/Activity

Create an easy to understand visual/diagram/timeline of graduation requirements to place in all classrooms and student common areas. This will also be given to parents and students which will increase understanding for all stakeholders and students to ensure higher graduation rates.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELLs and their families.

Strategy/Activity

Hold mandatory student/family meetings throughout the school year for all English Learner/LTEL families to communicate graduation requirements. This will help families fully understand graduation requirements and improve graduation rates.

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)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELLs, focus on LTELs.

Strategy/Activity

The instructional coach and ELD Interventionist will hold Data Chats with EL students at the beginning of each semester. This will help students understand where they currently stand with graduation progress and improve graduation rates.

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)

Strategy/Activity 8
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, including ELLS, FY, and SPED.

Strategy/Activity

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%. This will provide an opportunity for all students to have data chats with their counselors on a regular basis, thereby improving A-G rates, graduation rates, and overall academic achievement.

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)

42,366   LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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. We have 30 IA candidates for graduation, which is our highest number yet. We are continually working with the district to offer original credit for our IA students and may be adding an independent study credit program for them. The district purchase A-G posters for all of our classrooms.

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 noted.

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 by 5%.

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.	-5%
The number of return conferences held in a current year	Use this year as a baseline.	100%
Improve our TFI screener results.	Use this year as a baseline.	Improve one level in each area.
Universal Screener Assessment (Teacher External and Internal)	Use this year as a baseline	Identify and support all Tier 2 students so they can be more academically successful and improve overall suspension rate at Blair.

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, with a focus on foster youth, SPED, and ELLs.

Strategy/Activity

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. This will help build communication between FY, their team, and the school. It will also help reinforce school norms and reduce suspension.

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)
	LCFF Supplemental and Concentration (S/C)

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 foster youth, ELLs, and SPED.

Strategy/Activity

Implement restorative circles with students and teachers after a classroom suspension. This will help restore student/teacher relationship and provide an opportunity to discuss expectations and the impact of the behavior on the classroom. This will decrease suspensions, improve attendance, and increase school connectedness.

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)

Strategy/Activity 3
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 foster youth, ELLs, and SPED.

Strategy/Activity

Full-time Response to Intervention TOSA (paid for by district). This staff member will build relationships with our students, especially FY, thereby building skills among students and reducing suspension rates.

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)

Strategy/Activity 4
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 foster youth, ELLs, and SPED.

Strategy/Activity

Continue to improve our RtI Plan and improve our Tiered Fidelity Inventory (TFI). The RtI teacher will help build and implement a plan for our school, so we can strengthen student relationships and reduce absences and suspensions.

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)

Strategy/Activity 5
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 foster youth, ELLs, and SPED.

Strategy/Activity

Provide incentives, shirts, supplies and materials for positive behavior and attendance. This will help improve attendance and decrease unwanted behaviors.

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)

5,000   LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6
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 foster youth, ELLs, and SPED.

Strategy/Activity

Provide training for Restorative Justice Circles to all new and continuing staff to reduce suspensions, improve attendance, and increase school connectedness.

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)
5000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 Truama 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 at least 1 member.
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)

All students with a focus on English Learners and students in SPED

Strategy/Activity

Parents participate in a Data Chat at the beginning of each year to discuss the progress of their child's English language progress. This will help build parent understanding of the ELPAC process and improve home, school relationships. This will also help parents feel welcome at school. We would also like to include information about Parent Portal and help them create an account.

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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and parents, with a focus on parents of ELLs and students in SPED.

Strategy/Activity

Instructional Coach is personally reaching out to families to establish rapport and develop a home/school connection.

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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All parents, with a focus on parents of ELLs and students in SPED.

Strategy/Activity

The Community Assistant will continue to provide resources to new and continuing families. We will host an adult literacy night to increase parent engagement and support our families with reading, so they can support their students. This will help parents better assist and advocate for their students.

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)

| 1,300 | Title I Part A: Parent Involvement |

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

All students and families, with a focus on ELLs and students in SPED.

Strategy/Activity

Provide incentives/food at Back to School Night/Open House/ELAC meetings to encourage attendance, increase a sense of school/home connection and improve the activity of all families on our campus.

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)
1723	Title I Part A: Parent Involvement

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and families, with a focus on ELLs and students in SPED.

Strategy/Activity

Provide incentives/food at Back to School Night/Open House/ELAC meetings . Games and learning activities will also be provided to encourage attendance and increase a sense of school/home connection and improve the activity of all families on our campus.

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)
6277	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and families, with a focus on ELLs and students in SPED.

Strategy/Activity

Math Field Day, Credit Recovery, t-shirts for MFD, Hire teachers to prepare the students. Improve student efficacy, team-building, math skills, improve attendance, improve graduation rate.

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)

| 9000 | LCFF Supplemental and Concentration (S/C) |

Strategy/Activity 7

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 ELLs and students in SPED.

Strategy/Activity

Instructional Leadership Retreat to plan instruction and A Monday professional development for the school year.

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)
2000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 8

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 ELLs and students in SPED.

Strategy/Activity

Classroom Management Training for all staff to improve classroom culture, improve attendance, decrease suspension rates, improve school connectedness.

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)
10,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 9

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 ELLs and students in SPED.

Strategy/Activity

Classroom Management Training for new staff members and staff struggling to manage their classroom environments, in order to improve classroom culture, improve attendance, decrease suspension rates, improve school connectedness.

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)

7475

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

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 9

Improve overall school culture and climate to improve behaviors, sense of belonging, and school connectedness for our students.

Identified Need

Increase the climate and culture for students and staff in order increase A-G rates, grades, social-emotional, academic, and behavioral outcomes for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Discipline Referrals	This year will be the baseline.	5% Reduction in office discipline referrals.

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 with a focus on ELLs, FY, and SPED students.

Strategy/Activity

We will provide positive classroom management training for all teachers so that students feel heard, understand the expectations, and the culture and climate of our campus will improved which will be evidenced by improved suspension rates and improved attendance. This will be conducted In-House and outsourced for new teachers. ($6,400 sub coverage)

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)
6,400	Title I Part A: Allocation

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 ELLs, FY, and SPED students.

Strategy/Activity

We will fund buses for field trips to improve motivation, deepen learning, and increase school culture on campus. $5,000

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)	Source(s)
5000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3
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 ELLs, FY, and SPED students.

Strategy/Activity

We will have an Instructional Leadership Team Retreat to improve the communication, relationships, and school culture among the leadership team. We will use the time to bond and plan our instructional professional developments for the year. $1,500

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)	Source(s)
1500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4
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 ELLs, FY, and SPED students.

Strategy/Activity

We will have an open purchas order for certificated hourly to implement math field day, credit recovery, and teach math field day t-shirts. This will increase school culture by providing team time for students to compete and participae in a group competition for their school and allow students to recover credits in order to participate in promotion. $8,300

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)

8300	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5
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 ELLs, FY, and SPED students.

Strategy/Activity

The entire staff will particpate in Capturing Kids Hearts training to improve relationships between staff and students. $55,000 (ESSER funds)

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)

Strategy/Activity 6
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 ELLs, FY, and SPED students.

Strategy/Activity

We will provide positive classroom management training for new and struggling teachers so that students feel heard, understand the expectations, and the culture and climate of our campus will improved which will be evidenced by improved suspension rates and improved attendance. This will be conducted In-House and outsourced for new teachers. ($6,400 sub coverage)

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)
10,000	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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.

We have realized that post-pandemic there is a great need for student connection, improvement of school culture, social-emotional support. The above-mentioned strategies aim to improve school attendance, decrease behavioral issues, and improve relationships at school.

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.

This is a new goal for us.

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

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

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

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	$83015
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	$83015
Other State/Local Funds provided to the school	$455829.15

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	$79992
Title I Part A: Parent Involvement	$3023

Subtotal of additional federal funds included for this school: $83,015

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)	$455829.15

Subtotal of state or local funds included for this school: $455,829.15

Total of federal, state, and/or local funds available for this school: $538,844.15

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	79992	0.00
Title I Part A: Parent Involvement	3023	0.00
LCFF Supplemental and Concentration (S/C)	455829	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	455,829.00
Title I Part A: Allocation	79,992.00
Title I Part A: Parent Involvement	3,023.00

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

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Maro Yacobian	Parent or Community Member
Veronica Yepez	Classroom Teacher
Amy McGinnis	Principal
Monique Baca-Geary	Classroom Teacher
Michael Dakan	Classroom Teacher
Juan Pablo Alban	Parent or Community Member
Jennifer Higginbotham	Parent or Community Member
Ivan Munoz	Parent or Community Member
Emilio Alban	Secondary Student
Xiomara Tovar	Other School Staff
Victoria Hernandez	Secondary Student
Isabel Reynoso	Classroom Teacher

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**

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, Amy McGinnis on May 20, 2023

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.

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.

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.

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.

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.

Educational Partner 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 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 Educational Partner 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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

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
Clear	☐ State Compensatory Education Advisory Committee
Clear *(signed)* Luz Madera	☑ English Learner Advisory Committee *LUZ MADERA*
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear *(signature)*	☐ Compensatory Education Advisory Committee *Ivan Muñoz*
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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:

Clear *(signature)*	Principal, Amy McGinnis	on May 23, 2023
Clear *(signature)*	SSC Chairperson, *Ivan Muñoz*	on May 23, 2023

PASADENA UNIFIED SCHOOL DISTRICT

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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

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 3 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 2023-24 is as below:

School: Blair High School

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	$1,795,513.00	9,623	$186.59	720	$134,341.61