

WASC Self-Study



Blair High School
Pasadena Unified School District
Pasadena, CA
2010-2011

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Acronyms

AM – Accelerated Math
API – Annual Performance Index
AP – Advanced Placement
AR – Accelerated Reader
ASB – Associated Student Body
AYP – Adequate Yearly Progress
BB – Below Basic (typically used when referencing to the CST or the district quarterlies)
BBC/WBC – Blackboard Configuration/ Whiteboard Confirmation (synonymous terms)
BIBS – Blair IB Singers
BSU – Black Student Union
BTSA – Beginning Teacher Support and Assessment
CAHSEE – California High School Exit Exam
CAP – College Access Plan
CELDT – California English Language Development Test
CHIRLA - Coalition for Humane Immigrant Rights of Los Angeles
CPM – Categorical Program Monitoring
CSU – California State University
CSUs – California State Universities
DELAC – District English Learner Advisory Committee
EAOP – Educational Academic Outreach Program
EAR – Engagement, Alignment, and Rigor
ECED – Every Classroom, Every Day
EL or ELL – English Learner or English Language Learner
ELAC – English Learner Advisory Committee
ELD – English Language Development
EMS – Excellent Middle School Initiative
EOC – End-of-Course
FBB – Far Below Basic (typically used when referring to the CST or the district quarterlies)
FEP – Fluent English Proficient
FRC – Family Resource Center
GATE – Gifted and Talented Education
HCA – Health Careers Academy
HFZ – Healthy Fitness Zone
HOSA – Health Occupations Students of America
IBDP – International Baccalaureate Diploma Program
IBMYP – International Baccalaureate Middle Years Program
I-EL – Initial English Learner
IEP – Individualized Education Plan
ILT – Instructional Leadership Team
IPP – Inquiry Protocol Process
IRRE – Institute for Research and Reform in Education
JROTC – Junior Reserve Officer Training Corps

LADD – Language Acquisition Development Department (District level)
LDRT – Language Development Resource Teacher (Site level)
LEARNs – Leading Educational Achievement – Revitalizing Neighborhoods
MWM – *Measuring What Matters* (the classroom visitation and data collection protocol for ECED)
NHS – National Honor Society
PAR – Peer Assistance and Review
PCC – Pasadena Community College
PEF – Pasadena Educational Foundation
PTSA – Parent Teacher Student Association
PUSD – Pasadena Unified School District
R-FEP – Re-designated Fluent Proficient
RISE – Reaffirming and Increasing Scholastic Endeavors (Caltech Math and Science tutoring)
ROP – Regional Occupational Program
RtI – Response to Intervention
RYLA – Rotary Youth Leadership Award
SARB – Student Attendance Review Board
SARC – School Accountability Report Card
SDAIE – Specially Designed Academic Instruction in English
SE – Special Education
SED – Socioeconomically Disadvantaged
SEP – Summer Enrichment Program
SPSA – Single Plan for Student Achievement
SSC – School Site Council
SST – Student Study Team
SUTW – Step-Up to Writing
SWD – Students with Disabilities
UC– University of California
UCs – University of California schools
UTP – United Teachers of Pasadena
YEBOS – Young Educated Black Outstanding Scholars

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CHAPTER ONE:

STUDENT/COMMUNITY PROFILE

DEMOGRAPHIC DATA

Community

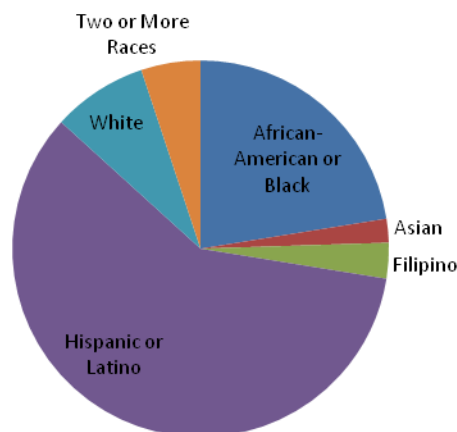
Blair High – an International Baccalaureate School is located at the north end of the Pasadena freeway, in the southwest portion of the city of Pasadena. The city of Pasadena is located in the northeast portion of Los Angeles County, in the heart of the San Gabriel Valley. Pasadena, coined “the most cultured city in America,” plays host to a number of renowned cultural institutions including the Norton Simon Museum and Asian-Pacific Art Museums. Pasadena is famed throughout the world for the Tournament of Roses Parade and the Rose Bowl Game, both of which take place the first week of January. Other educational, cultural and historical sites of interest in Pasadena include the California Institute of Technology, the Art Center College of Design, Pacific Oaks College, Pasadena City College, Fuller Theological Seminary, San Francisco Theological Seminary Southern Campus, the Pasadena Playhouse, the Pasadena Civic Auditorium and architectural landmarks by Frank Lloyd Wright, Greene and Greene, and Julia Morgan, to name a few.

Pasadena’s major industries include the Jet Propulsion Laboratory/NASA, EarthLink, Parson’s Company, and Jacob Engineering. The city’s revamped Old Town attracts visitors from all over the greater Los Angeles area for its diverse restaurants, shopping, and nightlife.

The Pasadena and Altadena area have a population of over 178,000 citizens with over half of the population being white. The average age of its residents is between twenty and fifty-four years. Sixty-four percent of the population earns a salary above poverty level. As of 2007, 47.6% of families owned homes while 52.4% of families resided in rental units. The ethnic make-up of the two predominant communities that Blair serves is noted in the table below:

Ethnicity	Pasadena	Altadena	Blair School
White	55.8%	39.5%	8%
Hispanic	33.0%	20.4%	58%
African American	13.4%	31.4%	22%
Asian	12.7%	3.1%	2%
Other	0.5%	1.8%	8%

*Note: Percentages may not add up to 100% because individuals may report more than one race or decline to state

2010 Blair Student Demographics

Blair High School opened in 1964. It was built to provide a comprehensive high school program to students living in the southwest portion of Pasadena and Altadena. In February 2002, the Pasadena Board of Education accepted the Superintendent's recommendation to add grades seven and eight at Blair so it could be part of both the IB Diploma (IBDP) and the International Baccalaureate Middle Years Program (IBMYP) thus changing the school's name to Blair High – An International Baccalaureate School. This shift

allowed Blair to increase its student enrollment, letting students and staff take advantage of the holistic and integrated approach to education that the IB program offers. As of 2009, Blair added sixth grade to its school continuing academic excellence under the IB umbrella.

The Layout of the School Year

Blair operates on a traditional school year calendar with 180 days of instruction. An instructional week consists of a shortened Monday schedule that begins at 9:25am to allow opportunities for professional development for staff. Mondays are alternated by A/B staff meetings where administration directs staff on "A" Monday meetings and "B" Monday meetings are staff driven. Tuesdays – Fridays follow a traditional six-period day, each class period lasting 60 minutes. Although this year Blair followed a more traditional schedule, in the past few years, it has experimented with a multitude schedules, including a cadre of block schedule variations in an attempt to find the perfect fit for the Blair students.

Staffing and Student Programs

Blair's staff for the 2010-2011 school year is composed of 56 teachers, 41 support staff, 2.5 counselors, 3 administrators; a librarian, a nurse, and one ROP counselor. Further, Blair works with school-based mental health therapists from the Pasadena Unified School District. Services are provided to students and their families in order to decrease barriers that may impact/impede students in accessing their education.

Blair has a number of programs to meet the needs of their students. The Health Academy is a partnership academy that works with 9th – 12th grade students to give them a foundation in health careers. The 2010-2011 school year marks the first time the Health Academy is incorporating 9th grade. Not only do they receive this education in the classroom, they are sent to various health-related places, including Pasadena's Huntington Hospital, to volunteer and shadow in a field of interest. Further, monthly Town Hall meetings help keep parents up-to-date on the various events happening within the Health Academy.

The Puente Program works with students who have a potential for college, and who are first-generation college-bound. Much of the program resides in the English class. Students “loop” with their English teacher between 9th and 10th grade in order to build a strong community between the students. Students take trips to various colleges in California and the counselor assigned to the Puente program helps those students apply to the colleges of their choice. Puente teachers and counselors meet annually to discuss and learn about new strategies to push Puente students to achieve academic success.

Every Classroom, Everyday (ECED) is a program that was brought to Blair in fall 2009. It is a two-year research project sponsored by the Institute for Research and Reform (IRRE), a non-profit organization designed to help struggling schools develop more engaging and rigorous curriculum for students. There are three parts to this research project that impact students as well as Blair staff:

a. *Measuring What Matters (MWM)*

MWM is a tool to help staff build instructional strength, build capacity, and use data to drive instructional choices. Each leader trained in Measuring What Matters receives a palm pilot and is responsible for 20-minute visits in every classroom in the school, focusing heavily in math and English. Instructional leaders are responsible for observing students using the EAR protocol (Engagement, Alignment, and Rigor), paying close attention to how students react to the lessons being presented while making sure those lessons are highly rigorous and aligned with state and district expectations. Instructional leaders are trained on how to use the EAR protocol with fidelity and how use this data to inform staff and make positive instructional changes school wide. The entire Blair staff has been trained in the EAR protocol once, in early 2010; however, this training was cut short due to time. More training is needed to allow the staff to fully understand the expectations of the rubric should this protocol be used beyond the length of the research project. The expectation is that this 20-minute visits will occur regularly in all classes after training is complete.

Examining the 2009-2010 school year EAR data, it is evident that much more professional development in these three areas is necessary, especially in the area of rigor:

Number of Visits:	Engagement	Alignment	Rigor
214	28.5%	32.2%	2.8%

This year, engagement has improved significantly so far, but alignment and especially rigor are still a concern based on this tool:

Number of Visits:	Engagement	Alignment	Rigor
80	42.5%	26.3%	1.3%

b. *Every Classroom, Everyday (ECED) – Math*

The math component of the ECED program is a teacher-designed, mastery-based curriculum that is designed to facilitate student learning in algebra 1 and geometry classes. The goal of this program is for students to know and be able to use algebra and geometry in

any context. To achieve this goal, math department teachers created a curriculum of benchmark concepts that were derived from the California state content standards for algebra 1 and geometry. A corresponding set of benchmark assessments (short, five-question quizzes) and capstone assessments (ten- to fifteen-question tests that cover two to three benchmarks) were developed to assess how well students understand and can apply each benchmark concept both immediately after instruction and after a period of time has elapsed.

As the curriculum is taught, students are required to demonstrate mastery twice, by scoring at least 80% on two assessments for the same benchmark. Students have four opportunities to demonstrate mastery, two of which are in the classroom and two additional opportunities in the Benchmark Cafe. The Benchmark Cafe is a classroom where students can receive tutoring assistance and re-take benchmark assessments. The Benchmark Cafe is open for on half hour before school, during lunch, and for one hour after school each day.

Student progress is recorded by each algebra 1 and geometry teacher on mastery charts that are displayed in each classroom. As each benchmark assessment is passed, a forward slash is recorded on the chart. When a student has demonstrated mastery twice for a particular benchmark, a backward slash is recorded for the same benchmark, giving the student an “X” on the mastery chart. Students are able to monitor their own progress by on a daily basis. Student grades are based on a common grading policy of mastery of at least seventy percent (70%) of the concepts studied during a given marking period. At the end of each progress reporting period, students will receive one of four grades: A, B, C, or I (incomplete). To earn an A, a student must have passed at least eighty-five percent (85%) of the total number of benchmarks taught during the marking period; for a B, eighty percent (80%); and, for a C, seventy percent (70%). Students who achieve below seventy percent (70%) will earn an incomplete for the marking period. At the end of the semester, if a student earns an incomplete, a grade of F is recorded and the student must make up that semester of the course in summer school.

c. *Every Classroom, Everyday (ECED) – English*

Unlike the math portion of this program, English is a prescribed curriculum given to all 9th and 10th grade students in the first semester of each school year. In the first year, the 2009-2010 school year, both grade levels received the same curriculum which focused on how students can make positive changes in society. Debates, research, presentations, and investigations are only a few of the opportunities this curriculum provided. This curriculum moved away from the standard route-learning processes and focused heavily on group work and higher level thinking activities. In the second year of this research project, the same curriculum was given to the 9th grade students, while a new, writing-focused curriculum was given to the 10th graders to better prepare them for the CAHSEE exam. This new writing curriculum included an investigation of various literary terms, a presentation, and a narrative project entitled, “If These Walls Could Speak.”

Blair School maintains a focused coalition of parents and community members in the PTSA, ELAC, and various boosters. In addition, the SSC maintains its strength in providing leadership regarding implementation of the School Site Plan targets and the expenditures of funds. The SSC has provided strong academic assistance by providing financial support many areas. Some

include: Accelerated Reader (AR), Accelerated Math (AM), new computers, an accompanist for the choir, as well as funding a Parent Volunteer Coordinator position. Although these groups provide a foundation of parent support, further outreach is necessary to ensure all families stay current on all-things Blair. The Blair website (<http://blair.pasadenausd.org>), emailed weekly bulletins (*Blair E-blasts*), weekly Ed. Connect phone calls (*Blair Blasts*), and teacher-driven websites all contribute to a high-level of communication between Blair and its community.

Blair has numerous affiliations with community foundations allowing students a variety of opportunities. Most prominently, the Pasadena Education Foundation (PEF) awards yearly grants to teachers who submit proposals for educational materials, technology, field trips, and educational conferences. Pasadena LEARNS, Upward Bound, and Pasadena Playhouse, Lake Avenue Church, and Pasadena Master Chorale also have made outstanding partnerships with Blair School.

Renovations

Blair is in the first stage of the districts Measure TT school renovation project. Many aspects of Blair will be renovated in the next three years. Most notably, a new Blair Middle School is expected to open in the fall of 2011. This new complex has already won several awards including the Leroy Green Design & Planning Award from the California Coalition for Adequate School Housing and the American Institute, California Council. In addition to a new middle school, Blair will also receive a new amphitheatre fully equipped with the necessary lighting, sound, and seating to put on a full theatrical production, as well as a new ninth-grade wing. Overall renovations are also scheduled to happen on the Blair West campus in the next two years.

California Distinguished School Nomination

In September 2010, Blair was nominated for the 2011 California Distinguished School Award for its exceptional increase in API and its strong efforts to close the achievement gap. In Blair's application, they discussed two main components that they believe lead to their successes. First, they discussed what they did to create a school wide focus in math for the past two years. Secondly, they described how, over the past five years, they created a culture of literacy throughout the school with a strong emphasis on reading relevant and, oftentimes controversial, young adult literature. This was accomplished through Accelerated Reader, required summer reading, and the "Blair Book Club." In February 2011, Blair received news that it had made it to the final round. Members from a committee will visit Blair in early March 2011. Blair will find out if the school received this prestigious award in the spring of 2011.

WASC Accreditation History

Blair underwent its last full WASC visitation in March of 2005, as a result of which it was given a three-year accreditation with its last revisit completed in March of 2008. During the previous WASC cycle, it was also given a three-year accreditation with a revisit.

School Purpose and ESLRs

Vision:

Blair, an International Baccalaureate authorized school, has a shared commitment to learning, cooperation, tolerance and self-discipline. All students are responsible participants and contributors in our culturally diverse, democratic society. All students are prepared for success in post-secondary options such as college, technical or career.

Mission:

The staff at Blair International Baccalaureate School believes that all students have the potential to learn the core of knowledge that ultimately leads to a productive, independent lifestyle. We are *committed to providing* ALL students, within a safe, clean, secure environment equal access to the core curriculum which is an integration of academic and vocational disciplines. We are committed to developing effective programs to enhance EVERY student's talents and abilities, including programs for students with special needs. We are committed to providing programs to ALL students that promote multicultural, civic and environmental awareness. We are *committed to providing avenues* for parent and community involvement.

Expected School wide Learning Results:

Blair's ESLRs have successfully guided and served its student body for the last six years, but in an effort to keep them meaningful and relevant, all stakeholders brainstormed, reviewed and revised the current ESLRs to ensure their relevancy to the current student population.

To begin the revision process, the WASC Leadership team reviewed the ESLRs at an after-school meeting and deemed many of them immeasurable. With permission from administration, WASC Leadership members organized an "A" Monday meeting where Blair stakeholders could review the current ESLRs and make suggestions on how to make them stronger. Before breaking into WASC focus groups, three criteria were given to the stakeholders to ensure the ESLRs met Blair's needs:

1. Are these ESLRs measurable?
2. Are the current ESLRs clear and easy-to-follow?
3. Are they relevant to our current population?

With data collected from the "A" meeting and research done on the ESLRs of other schools with similar populations, a second WASC leadership meeting was conducted at which time the team developed a new series of ESLRs. Because of the importance of reading through all of the feedback and applying much of it to the new ESLRs, a third after-school meeting was conducted to ensure all stakeholders' suggestions were considered and ample time was devoted to the development of these outcomes.

At the following "A" meeting, WASC team members were asked to review the revisions of the ESLRs and return any comments and concerns to their WASC group leaders by the following Wednesday. The WASC Leadership team members met for a fourth time in order to review the newest revisions to the ESLRs. Although a majority of the feedback was positive,

there were still several constructive comments that helped to ensure these important outcomes truly adhered to the criteria and were relevant to Blair's current population.

All Blair School graduates will:

Be an effective communicator through reading, writing, listening, and speaking for various audiences, contents and purposes.

Live an academically, socially, and physically balanced life through reflection and purposeful goal-setting.

Act as a responsible citizen who works collaboratively with others from diverse backgrounds through school, community, and global service projects.

Integrate technology proficiently in all content areas for researching and problem-solving.

Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.

Status of the School

Blair met all 22 criteria for AYP for the 2009-2010 school year. Blair surpassed its target graduation rate by over 8%. For the 2008-2009 school year, Blair did not meet AYP overall. It did not meet AYP in 9 out of 22 criteria. Blair did not meet AYP for percent proficient in Math for all students. Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged did not meet AYP in percent proficient in English or Math. The African American subgroup did not meet AYP in percent proficient in Math. While Blair met its API goal, it did not meet its target graduation rate. Currently, Blair is not in Program Improvement.

Enrollment:

2010-2011 Enrollment by Grade Level as of January 2011:

Grade Level	Total Enrollment
6	139
7	138
8	130
9	195
10	209
11	206
12	143
Total	1160

2010-2011 Enrollment by Program as of January 2011:

Program	Total	Percentage of Total Population
SDC - Non Severely Handicapped	23	2.0%
SDC - Severely Handicapped	41	3.5%
RSP	62	5.3%
International Baccalaureate - Diploma Programme	52	4.5%
In at least one AP or IB class	110	9.4%

Total Students at Blair

1160

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Languages Spoken:

Home Language	Total
Arabic	3
Armenian	2
Cantonese	3
English	678
Farsi (Persian)	1
Filipino (Tagalog)	18
Gujarati	1
Hungarian	2
Indonesian	3
Japanese	1
Korean	4
Mandarin (Putonghua)	9
Other non-English	4
Russian	1
Spanish	425
Urdu	1
Vietnamese	4
Grand Total	1160

Language Proficiency:

Language Fluency	Total
EL	145
Eng Only	668
Initially FEP	107
Initial EL	23
R-FEP	202
To be Determined	15
Grand Total	1160

Attendance:

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored by the Student Case Management Team to identify those students exhibiting excessive absences. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Phone calls are made when students are tardy or absent. Parents are advised of their responsibilities, including proper notification of when and why students are absent. In the

event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB).

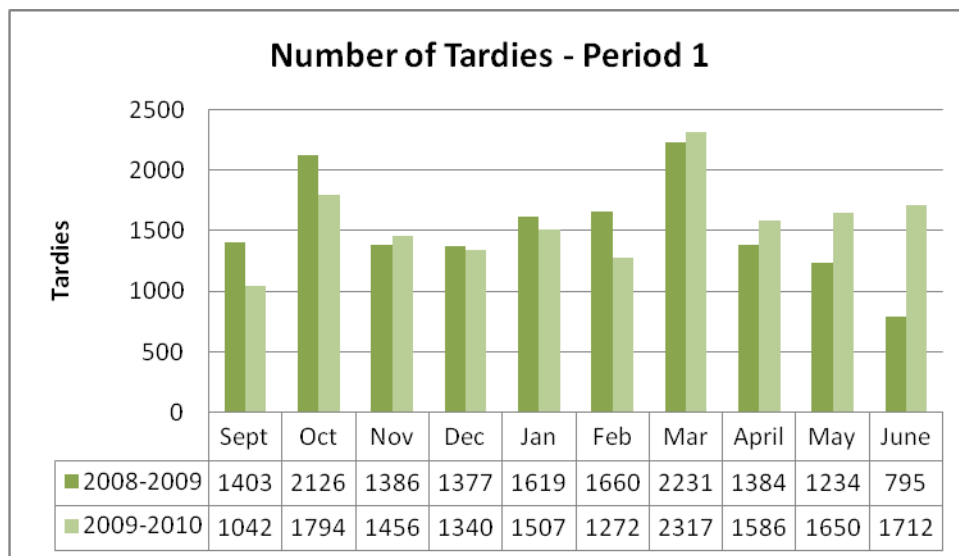
Absences Average

Average daily rate of attendance by month and year:

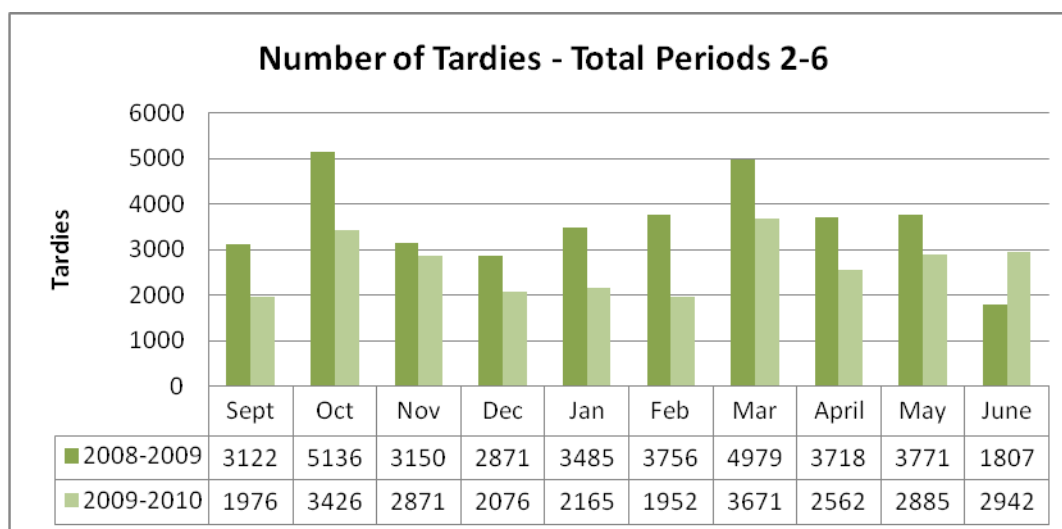
Month	2007-2008	2008-2009	2009-2010
September	98.2	98.9	96.7
October	97.9	96.7	95.5
November	98.2	95.8	95.8
December	96.4	95.1	96.2
January	97.7	94.7	97.0
February	97.4	95.1	96.4
March	96.7	95.0	98.0
April	97.0	94.5	95.6
May	96.6	97.6	95.7
June	97.6	97.0	95.4
AVERAGE	97.4	96.1	96.2

Average Tardies Graph

*Average daily rate of tardies for period one over two years (*Note: data was unavailable before 2008-2009)*



*Average daily rate of tardies for periods 2-6 over two years (*Note: data was unavailable before 2008-2009)*



Suspensions and Expulsions

	2007-2008	2008-2009	2009-2010
# of Suspensions	482	411	92
Suspension Rate	37%	37%	8.1%
# of Expulsions	1	4	0
Expulsion Rate	.1%	.35%	0%

Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities as an integral part of the educational program. These school-wide and classroom programs promote positive attitudes, encourage achievement, support Blair school ESLRs, and aid in the prevention of behavioral problems. Activities, sports, and clubs include:

- Black Student Union (BSU)
- Associated Student Body (ASB)
- Cheerleading
- Talent Fest
- Creative Writing Club
- Various Sports
- Christian Club
- National Honor Society
- Digital Media Center
- Blair IB Singers (BIBS)
- Puente Club
- Interact Club
- HOSA
- Leos (Health Academy)

- Puente Club
- Grad Night
- Ovations (spring musical)
- Robotics
- Future Problem-Solvers Program
- Future Homemakers of America
- Gay-Straight Alliance

Safety conditions, Cleanliness, and Adequacy:

School Safety

The safety of Blair's students and staff is of the utmost concern. All visitors to the campus must sign in at the office and wear a visitor's badge. Those who frequent the campus through volunteering are asked to get fingerprinted and tested for tuberculosis at the district office. Visitors who are minors are not permitted on campus during school hours. Three security guards are on campus during the day and the police are on call as needed. Supervision is a responsibility shared among school staff, teachers, and the administrators. The School Site Safety Plan is updated annually by the Blair Safety Committee. Annual revisions are discussed with all staff members and distributed via e-mail. Some important pieces of the safety plan include: uniform dress policy, student code of conduct, evacuation procedures, lockdown procedures as well as search and rescue team lists and their responsibilities. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Evacuation and lockdown drills are conducted on a regular basis during the school year. The School Safety Plan was last updated in October 2010.

Cleaning Process

Blair provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district with emphasis on classrooms and bathrooms. Custodians receive appropriate training through the district to ensure they are meeting the cleaning standards. Further, when new cleaning supplies are brought to the school, vendors provide appropriate trainings on how to use, keep, and discard their products. Basic cleaning operations are performed on a daily basis with emphasis on classrooms and restrooms. The head custodian meets with the principal on a daily basis to discuss the needs for cleaning, repair, and maintenance. Weekly, the head custodian checks to make sure these daily cleaning standards are met. Currently, there are eight custodians on staff: two custodians work the day shift, one custodian works the middle shift, and five custodians work the night shift.

In the Blair East and Blair West cafeterias, SFS Company provides all cleaners, sanitizers, soaps and degreasers used to keep the cafeteria clean. Each day the cafeteria staff must wipe down all surfaces with cleaners and sanitizers within the kitchen areas at the end of the meal service. Because most of the food served is pre-packaged, there is not a lot of cooking and therefore not many dishes to be washed. However, there are three sinks used for washing a limited amount of pots, pans and utensils used for food preparation and serving. One is for washing, the second is for rinsing and the third is for sanitizing. There are no electric dishwashers used. The custodial staff of Blair High School is responsible for keeping the student cafeteria, outside the kitchen clean. They mop the floors, bag and take out the trash and clean all spills to reduce falling

hazards. Toward the end of every month there is a surprise visit from inspectors who come to determine the standards of cleanliness at both the east and west campus cafeterias. Cafeteria staff, including student volunteers, must wear a hair net to keep their hair confined and out of the way, as well as an apron and gloves when handling food. A strict adherence to hand washing procedures is expected of all food workers.

Food Selection and Preparation

Goldstar Foods provides pre-packaged food items such as pizza, chicken patties, burgers and burritos which are then reheated in warming ovens before served and sold to students and faculty. For food safety and freshness, once Goldstar boxes arrive, the food is immediately refrigerated. The next day, food is “panned” and heated at 165 degrees Fahrenheit. If the food is to be served cold, it must be kept under 40 degrees Fahrenheit. A select number of items are actually cooked on the premises such as, rice, baked chicken and spaghetti.

Food Services at the Pasadena Unified School District use national nutrition guidelines which outline healthy amounts of protein/carbohydrate/fat ratios to decide the menu for each campus. Middle and High Schools throughout the district have the same menu while Elementary campuses use a different one. Food Services also provides a budget to each school to purchase prepared foods from corporate vendors like, Subway sandwiches and Roundtable Pizza as they choose. The profit earned from the sale of these items, go back to the school site Cafeteria Manager to use for the purchase of equipment and general upkeep of the cafeteria kitchen.

Maintenance & Repair

A scheduled maintenance program is administered by Blair School’s custodial staff on a regular basis with heavy maintenance functions occurring during the vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process occurs at both the school and district levels. Emergency work orders receive the highest priority. Work orders are given to the head custodian in the form of e-mails and forms that can be found in the main office. The head custodian distributes the work order to the appropriate department at the district level and they are serviced in the order they are received.

Staff:

Certificated Staff by Ethnicity 2009-2010

	Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	No Response	Total
#	19	0	2	0	0	6	34	2	0	63
%	30%	0%	3%	0%	0%	10%	54%	3%	0%	

When comparing the ethnicity of Blair’s students with that of its certificated staff, it is clear that the staff is not representative of its student population.

NCLB Compliant Teachers – 2009-2010

% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
90.4%	9.6%

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered “Highly Qualified.” Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of teachers of English Learners	5	4	2
Misassignments of Teachers	1	1	0
Total Misassignments of Teachers	6	5	2
Vacant Teaching Positions	8	1	0

As the above graph indicates, Blair has made great strides to ensure all teachers are placed correctly to best serve all students.

Teacher Credential Status

	School		
	07-08	08-09	09-10
Fully Credentialed	51	49	44
Without Full Credentials	8	9	0
Working Outside of Subject Area	4	1	1

Blair has made significant efforts to ensure that all certificated teachers are working with full credentials. As noted in the 2009-2010, no teachers worked without a full credential.

Class Size

The Class Size Distribution table illustrates the average class size by subject.

14

Subject	07-08	08-09	09-10
English	23	24	20
Math	31	28	23
Science	31	33	28
Social Science	30	30	29

Staff Development

Monday mornings are designated professional development opportunities. Those assigned as “A” are administrative-driven professional development where topics are decided upon by the Instructional Leadership Team (ILT). Some of the topics covered include:

- Step-Up to Writing
- SDAIE strategies
- Analysis of test results (CST results, quarterly benchmark results, CAHSEE results)
- IB training
- Thinking Maps training
- IEP/SST process
- Safety (Disaster drill, evacuation plan, etc...)
- Inquiry Protocol Process (IPP)
- Accelerated Reader (AR) training
- Mental Health referral process
- Student presentations

Those assigned as “B” are teacher-driven; that is, staff may choose from a variety of options as they see fit. Teachers may opt to work on individual activities or they may work in collaboration with others. Some that involve more collaboration include:

- Meeting with departments to discuss how test results will impact planning
- Meeting with the IB coordinators to discuss IB Areas of Interaction and IB Assessments
- SSTs/504s/IEPs

In past years, three days of professional development were provided by the district. This year, due to budget cuts, these days have been eliminated. Despite budget cuts, the district has still provided many professional development opportunities after school, on weekends, and during the school day. Some of these include:

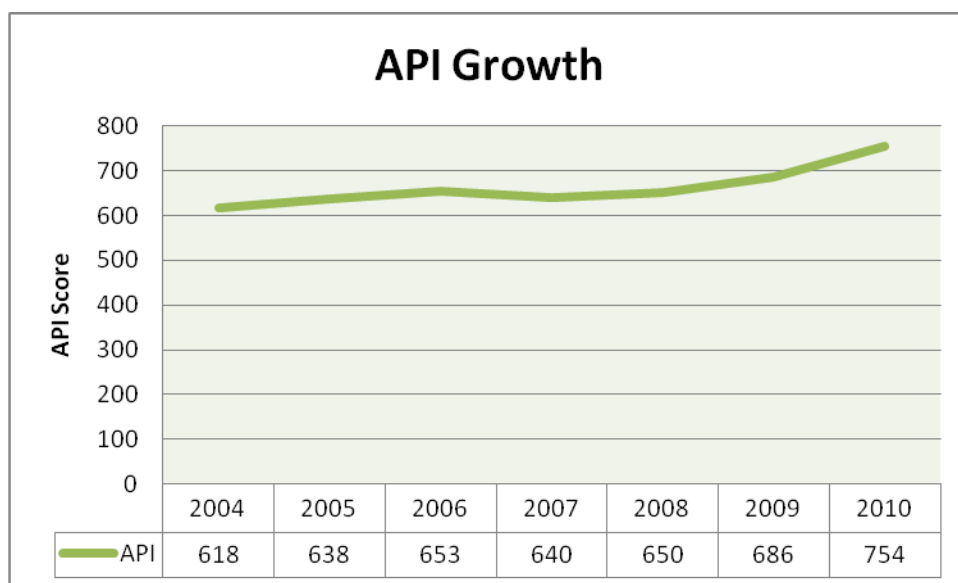
- Data-Director training, “How to create assessments”
- Data-Director training, “How to access the reports and graphs”
- AERIES, “How to use the grade book”
- How to use Google Applications for the classroom
- Thinking Maps Refresher course
- STAR Writing Prep course for 7th grade ELA teachers
- Connect Ed/Pathways trainings on Integrative Curriculum

- ECED training on Engagement and Rigor strategies for high school math (Alg 1 & geometry) and English (9th & 10th) teachers
- Kagan Cooperative Learning
- Teaching American History training
- Step-Up to Writing
- Facilitative Leadership Training
- 504 training (for Special Education and counseling)
- Response to Intervention (RTI) training

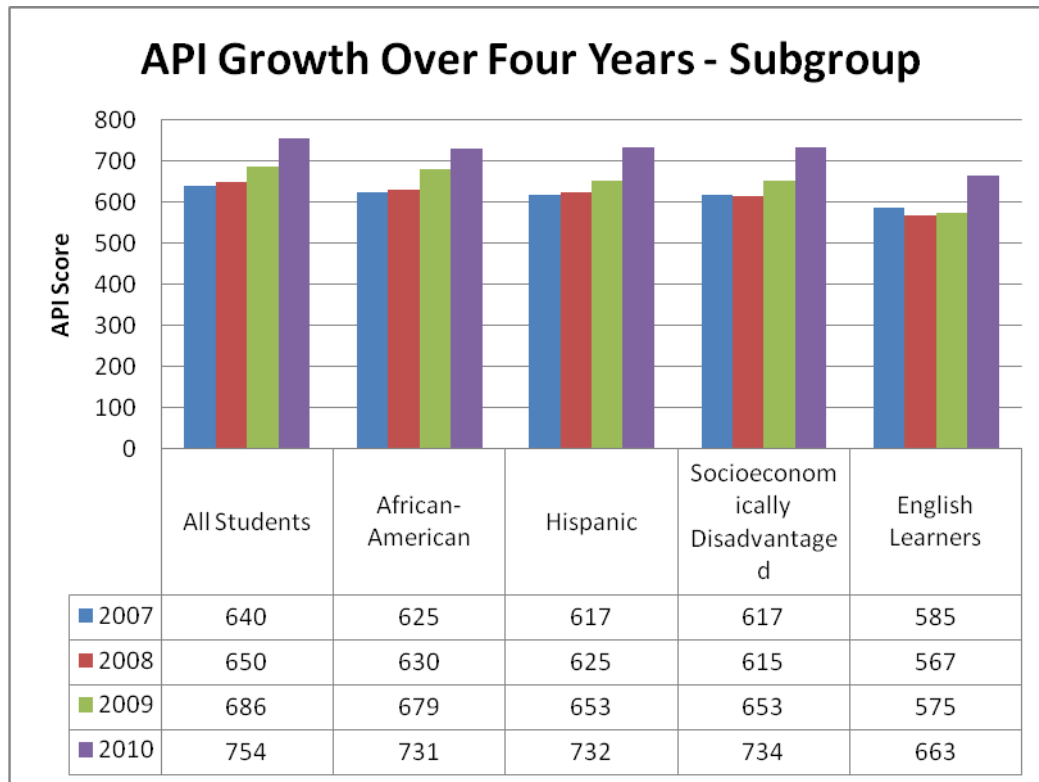
For additional support in their profession and to clear their credential, teachers enlist in the district's Beginning Teacher Support and Assessment (BTSA). This is a two-year mentorship program. The district also offers the Peer Assistance and Review (PAR) program where teachers work with a mentor one-on-one. Teachers are referred to PAR when they receive consistently poor evaluations. Both of these opportunities provide mentorship for those teachers looking for more personalized support in the areas of curriculum development and planning, classroom management, and assessment strategies.

STUDENT PERFORMANCE DATA

Academic Performance Index (API)



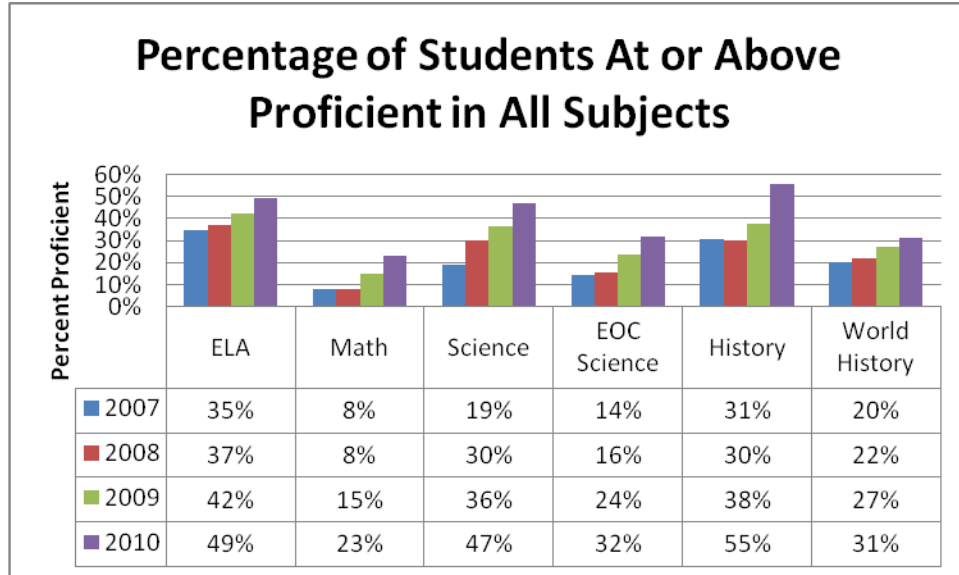
Blair has made outstanding strides towards proficiency over the past five years. Since the last full WASC accreditation in 2005, Blair has grown 116 points.



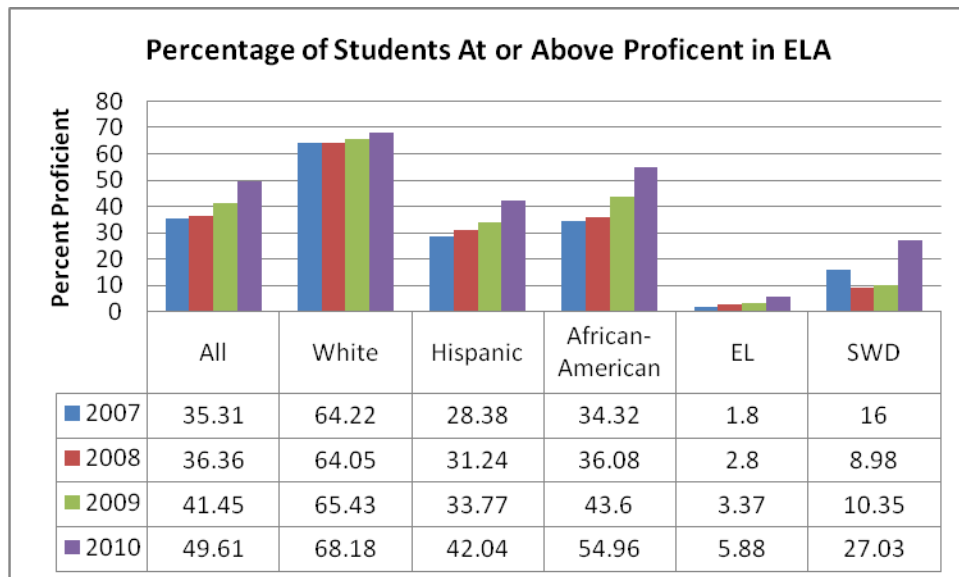
In every subgroup, Blair has made continuous improvements over the past three years. Every significant subgroup has now reached above 700, with the exception of Blair's English Learner population which resides at 663. All Blair School's subgroups made their API targets in 2008, 2009, and 2010. The smallest growth in any one subpopulation over three years was found in the African-American population with a growth of 101 points. The greatest growth in any one subpopulation over three years was found in the Socioeconomically Disadvantaged population with a growth of 119 points.

School Ranking and Similar Schools Ranking:

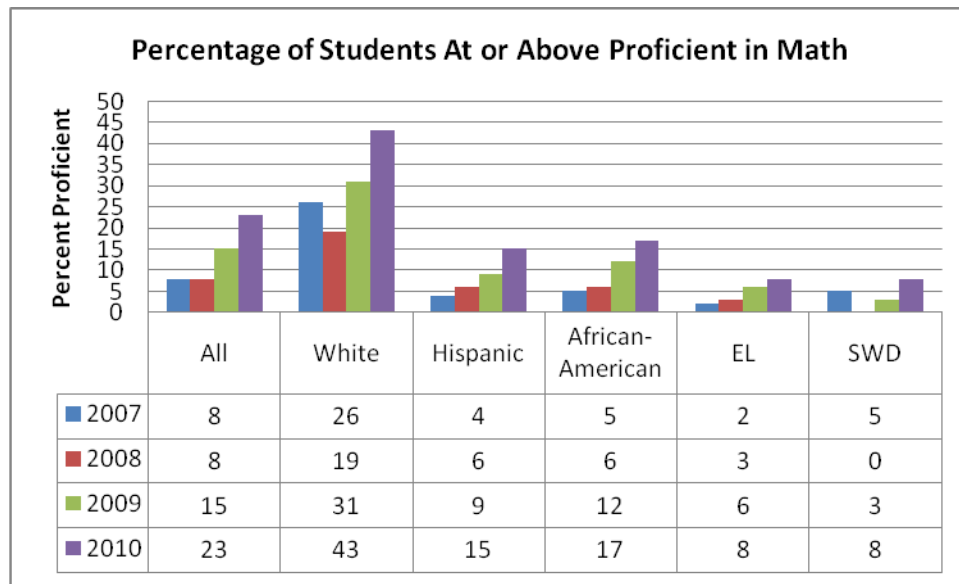
	2007	2008	2009
Statewide Rank	3	3	3
Similar School's Rank	8	3	4

California Standards Test (CST):

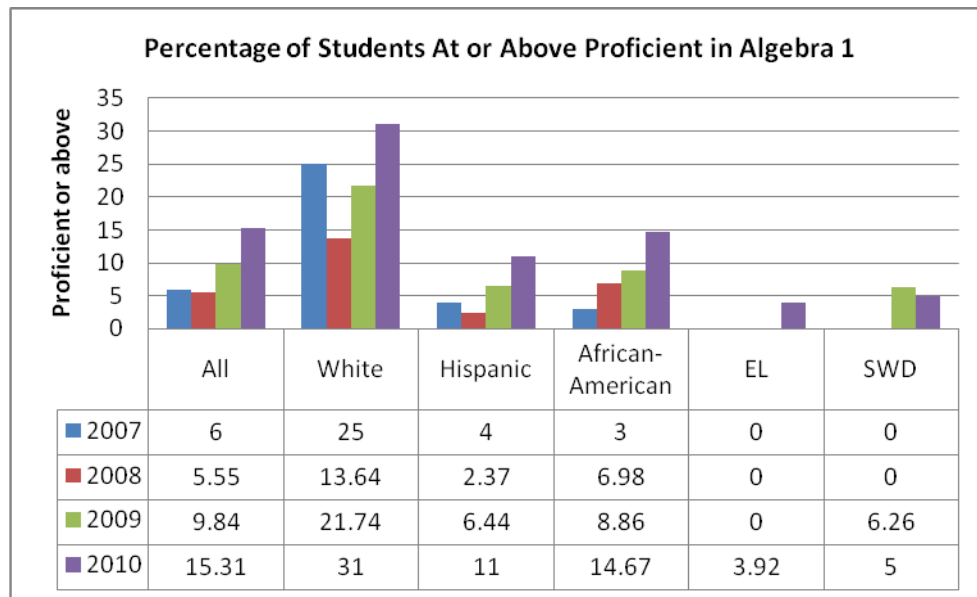
All subject areas have made strong gains over the past four years. Math has made a total increase of 15%, while ELA has made an increase of 14%. History has improved by 25%. Science has made the strongest improvement with an increase of 28% from 2007-2010.



In this graph, it is evident that gains have occurred in all subgroups for ELA. More specifically, the African American subgroup has the greatest consistent gains over time with a total of 20% over four years. Students with Disabilities also made considerable gains from 2009 to 2010 with a gain of 10%; however, their data does not follow a specific trend. Although moving in a positive direction, Blair's English Language Learners have made only a 4% gain in four years.



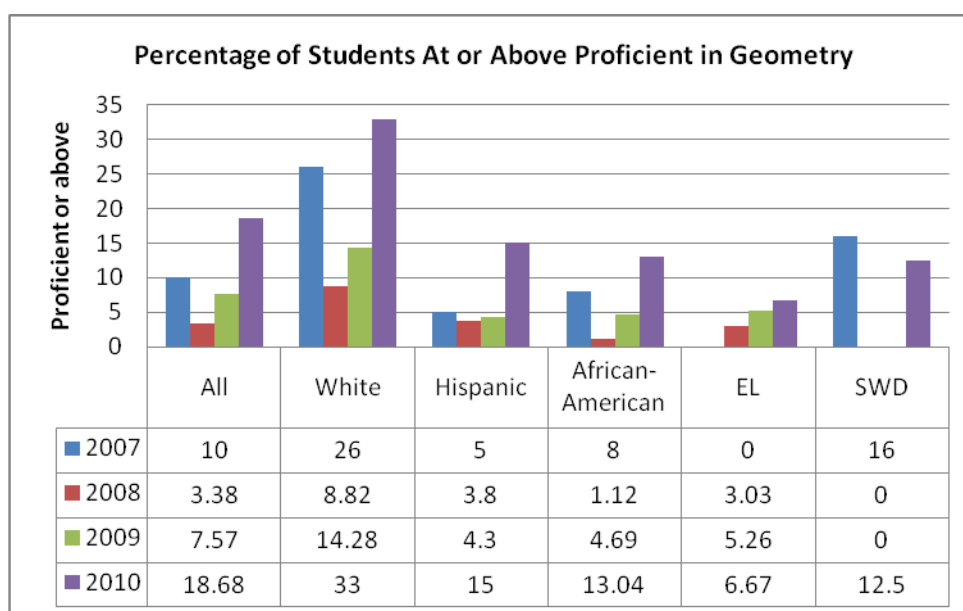
Overall, Blair has made tremendous gains in math over the past four years. More specifically, dramatic changes occurred in the last two years due to the incredible school-wide focus in mathematics with intense concentration in Algebra I and Geometry. Every subgroup showed improvement in 2010 especially in the White and Hispanic subgroups.



Number of Students Tested	All	White	Hispanic	AA	EL	SWD
2007	403	40	237	119	80	46
2008	310	23	181	92	63	33
2009	309	23	200	73	64	24
2010	310	16	206	63	73	23

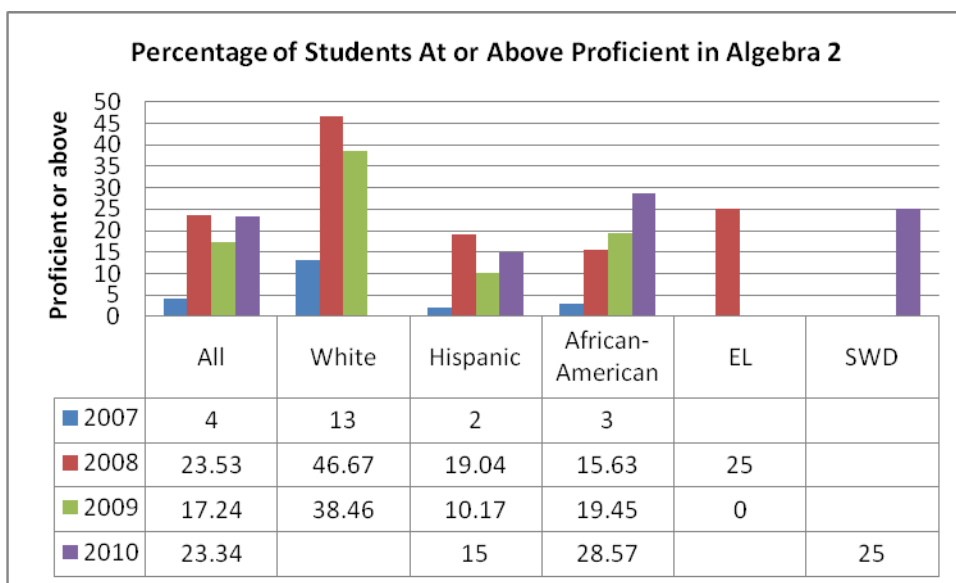
**Note: Some students may fall into one or more categories; therefore subgroup numbers may not be equal to the total number of students*

In the above graph, all subgroups showed significant improvement in Algebra I with the exception of Students with Disabilities in Algebra 1. Blair's African-American population grew over 10% over four years, almost 6% in 2010 alone.



Number of Students Tested	All	White	Hispanic	AA	EL	SWD
2007	224	23	110	77	16	19
2008	295	35	157	97	36	23
2009	183	14	92	63	20	13
2010	169	18	95	36	17	8

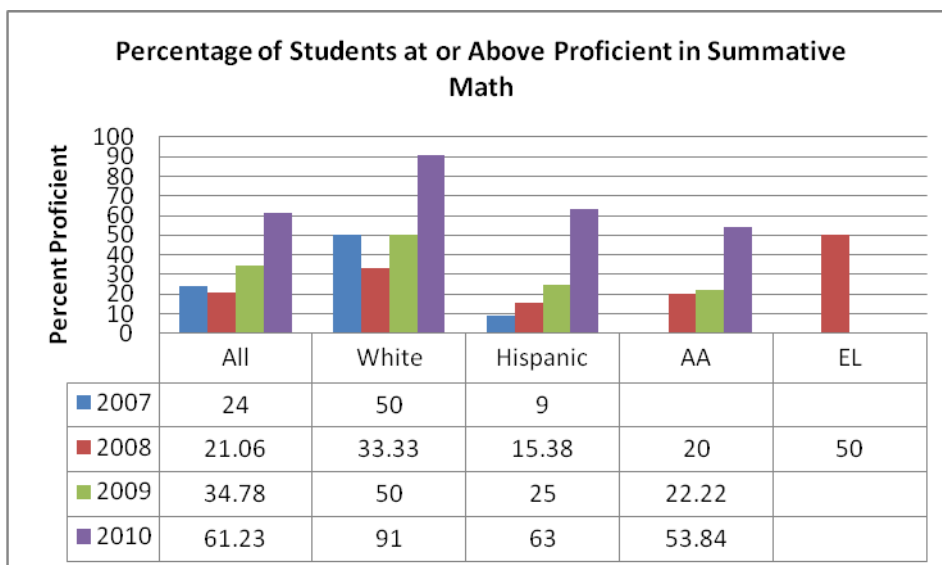
Looking at the Geometry results of the CST, it is clear that the 2009-2010 school year brought many positive changes to create considerable improvements in the number of students proficient in Geometry. Most notably, Blair's Hispanic population had a gain of over 10% in 2010 alone.



Number of Students Tested	All	White	Hispanic	AA	EL	SWD
2007	113	15	56	35		
2008	101	16	42	33	4	
2009	115	13	58	36	8	
2010	90		41	27		4

**Blank spaces indicate an insufficient number of students within that subgroup.*

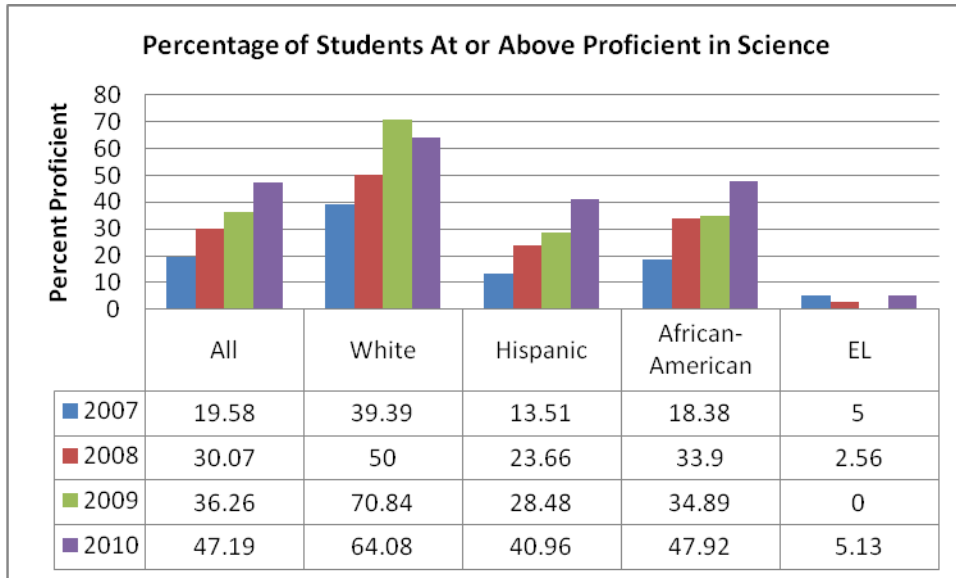
CST results for Algebra 2 show some improvements; however, results are not as positive as those seen in Algebra 1 and Geometry. This may be because the school-wide math focus honed in on both Algebra 1 and Geometry and not Algebra 2; however, growth in this area may show once those students currently in Algebra I and Geometry enter this upper level math course. Zeros on this graph indicate that the number of students taking this subject is less than ten making them an insignificant population for that year. Overall, the Algebra 2 results paralleled that of 2008. When examining subgroups, African-Americans again showed improvement with an overall growth of 9%. All groups have shown an increase since 2007.



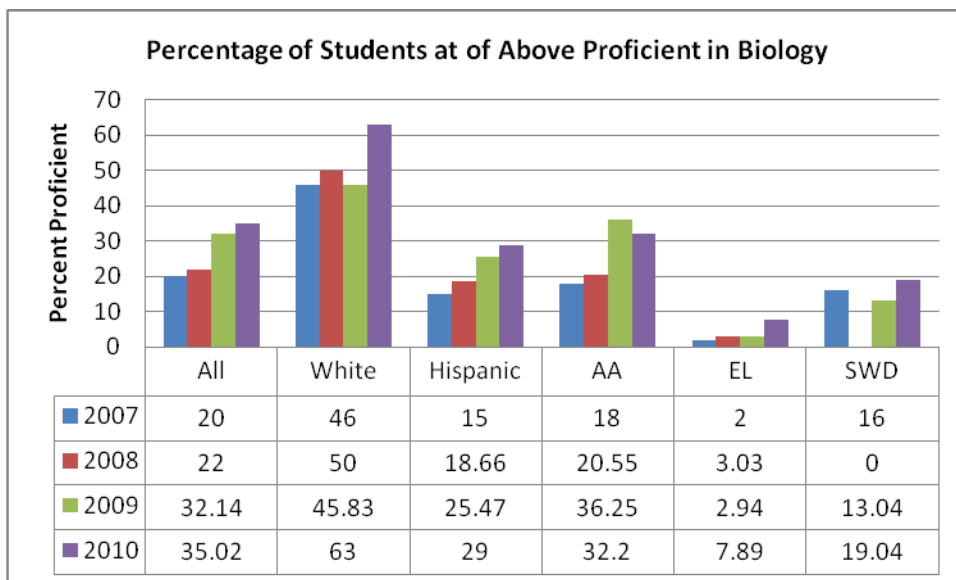
Number of Students Tested	All	White	Hispanic	AA	EL
2007	38	12	11	N/A	N/A
2008	38	9	13	5	2
2009	46	14	16	9	N/A
2010	49	11	19	13	N/A

**Blank spaces indicate an insufficient number of students within that subgroup. **In order for students to take the Summative Math CST, they must be taking a class higher than Algebra 2.*

In this graph, all students showed dramatic gains (37%) from 2007 to 2010. The African American subgroup made a near-34% gain and the Hispanic subgroup increased its proficiency by 44% since 2007.

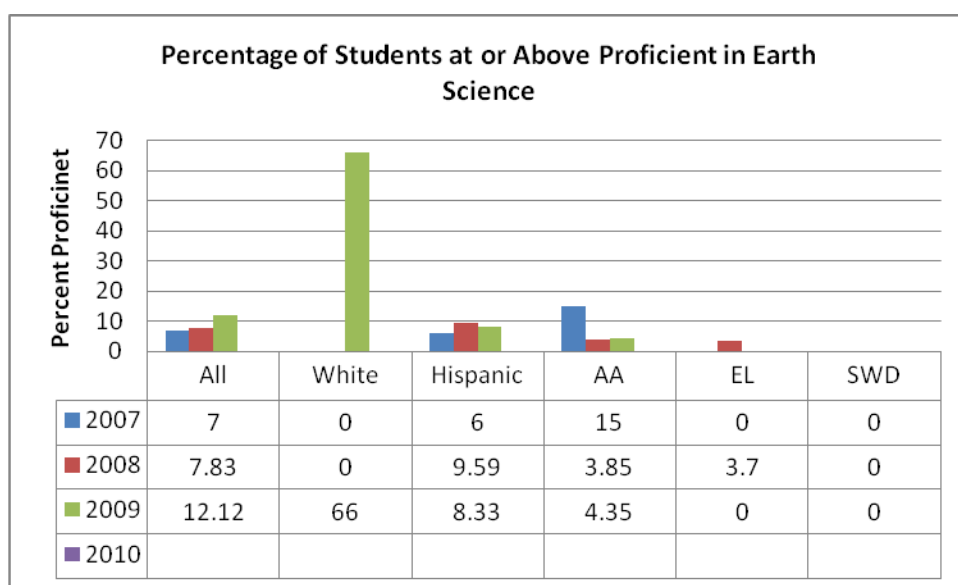


Blair's African American subgroup made the greatest gains in Science with almost a 30% improvement over four years. The Hispanic subgroup also made significant gains with a little more than a 27% gain. Similar to many other CST tests, the English Language Learners subgroup has struggled with many ups and downs over four years resulting in an .13% overall change since 2007.



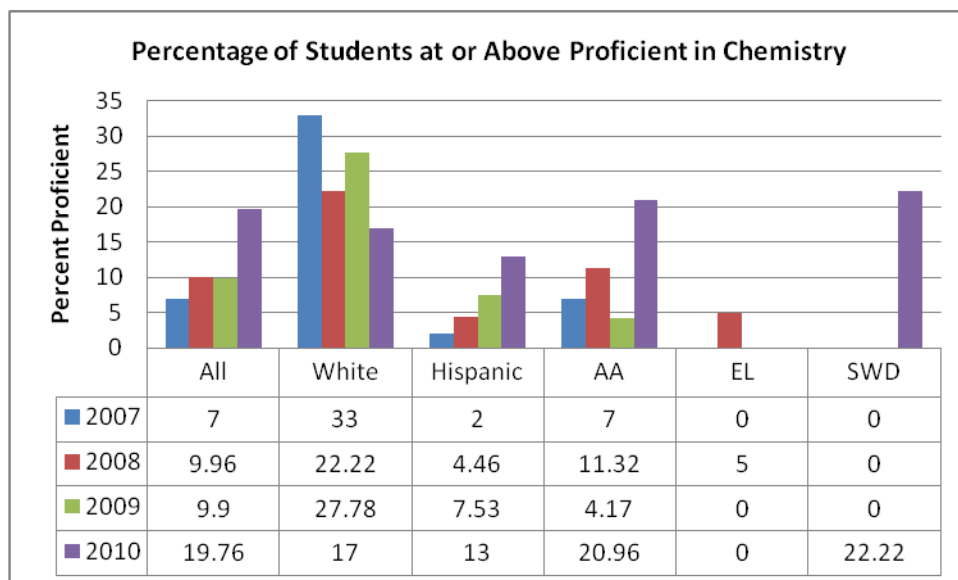
Number of Students Tested	All	White	Hispanic	AA	EL	SWD	23
2007	351	37	204	96	59	32	
2008	250	22	134	73	33	23	
2009	280	24	161	80	34	23	
2010	257	19	165	59	38	21	

Blair students increased in overall proficiency by near 3%. All subgroups showed improved in 2010 with the exception of the African-American subgroup which had a 4% decrease. The English Language Learner subgroup continues to show limited proficiency in comparison to the other subgroups.



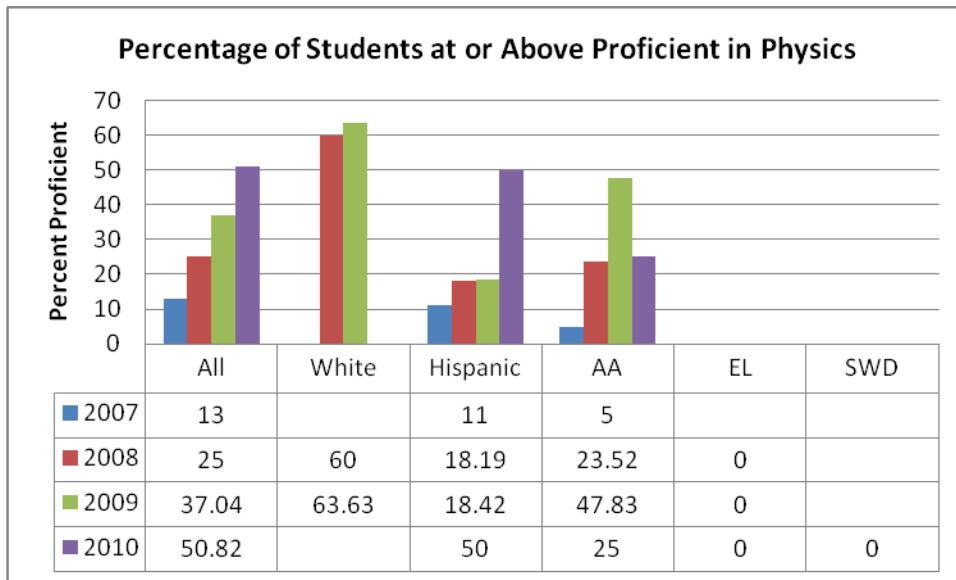
Number of Students Tested	All	White	Hispanic	AA	EL	SWD
2007	77		52	20	22	15
2008	115	4	73	26	27	12
2009	66	6	36	23	13	13
2010						

Earth Science courses were not offered in the 2009-2010 school year; however, they are being offered in the 2010-2011 school year.



Number of Students Tested	All	White	Hispanic	AA	EL	SWD
2007	193	12	105	67	18	16
2008	211	27	112	53	20	12
2009	192	18	93	72	20	14
2010	172	12	93	62	12	9

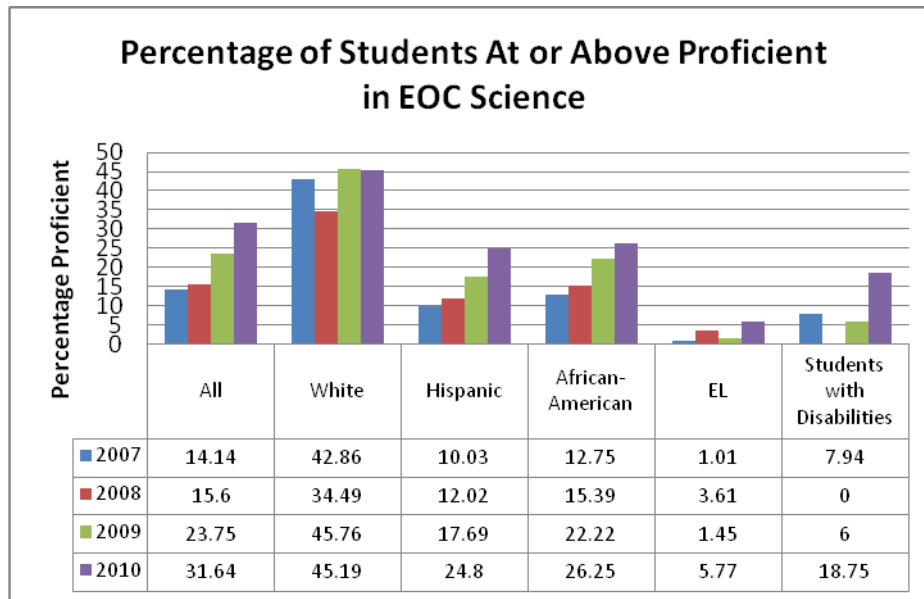
Overall, Blair students increase proficiency by 10%; however, several subgroups showed declines. The White and EL subgroups showed declines of less than 10%.



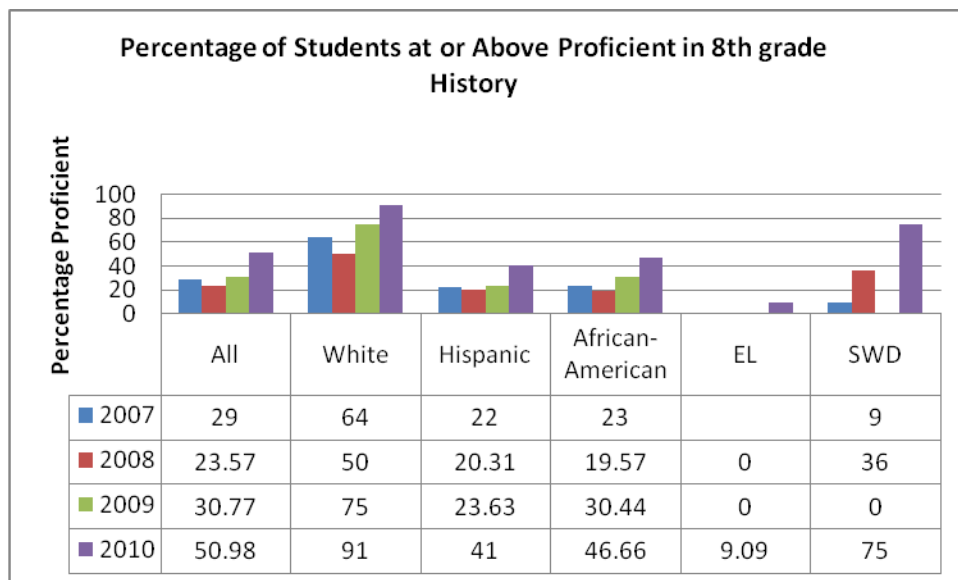
Number of Students Tested	All	White	Hispanic	AA	EL	SWD
2007	65		28	21		
2008	52	5	22	17	3	
2009	81	11	38	23	2	
2010	61		26	20	2	2

**Blank spaces indicate an insufficient number of students within that subgroup*

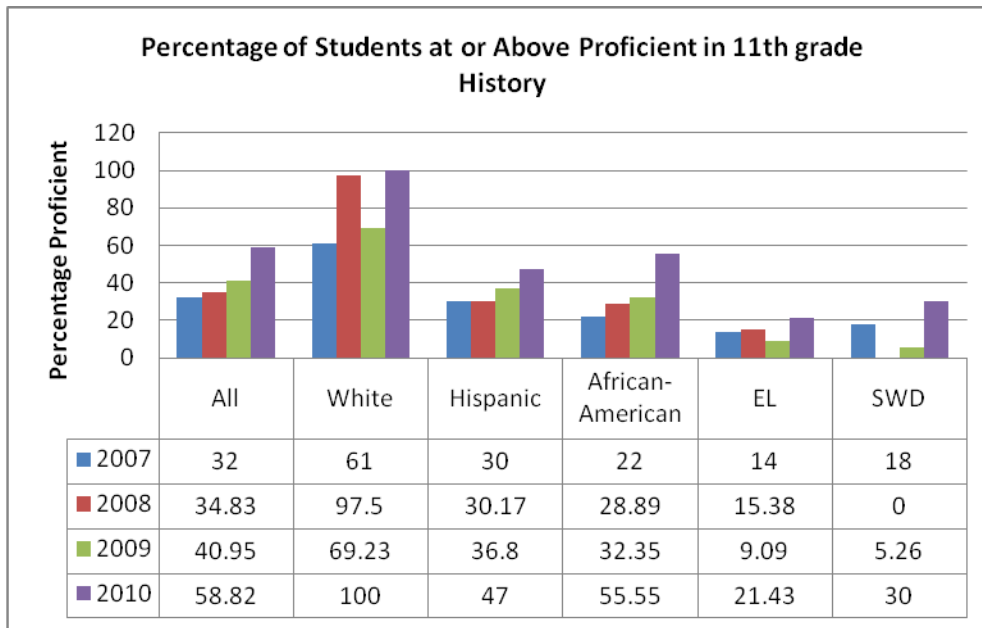
In this graph, students showed improved in proficiency by growing 37% since 2007. What is more striking is that many subgroups, such as the EL and SWD groups, are underrepresented therefore their scores were unable to be displayed.



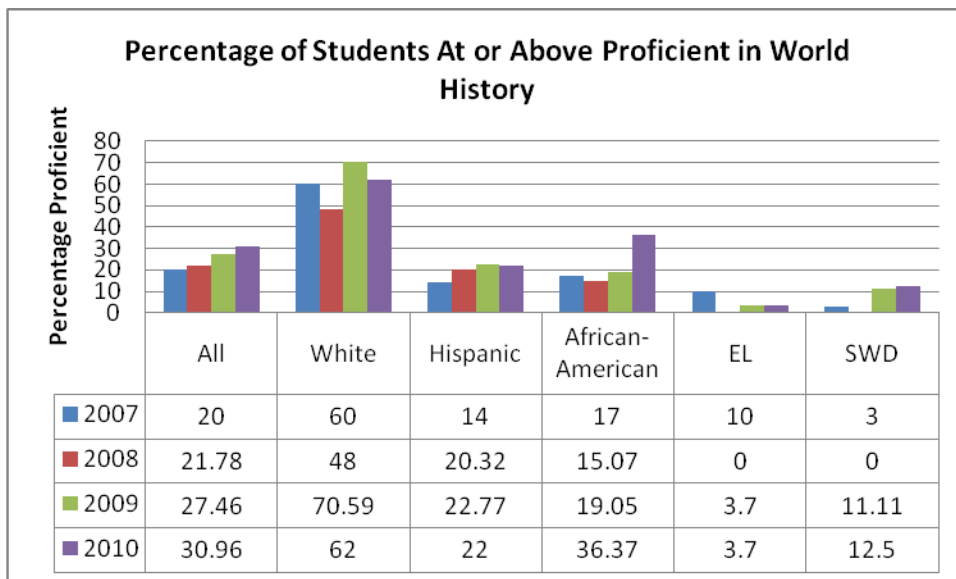
Blair's EOC Science data shows increases in steady, consistent growth in the significant subgroups of Hispanic and African American. The White subgroup has remained nearly unchanged over the past two testing cycles. The EL and SWD subgroups, as seen in other CST results, show an unsteady pattern of increases and decreases, finding themselves at their highest levels of proficiency in 2010.



In this graph, all subgroups have made significant improvements, many groups improving by over 15%.



Similar to the 8th grade History results, all subgroups made improvements over the past four years. All subgroups made improvements in 2010, many of which increased over 15%.

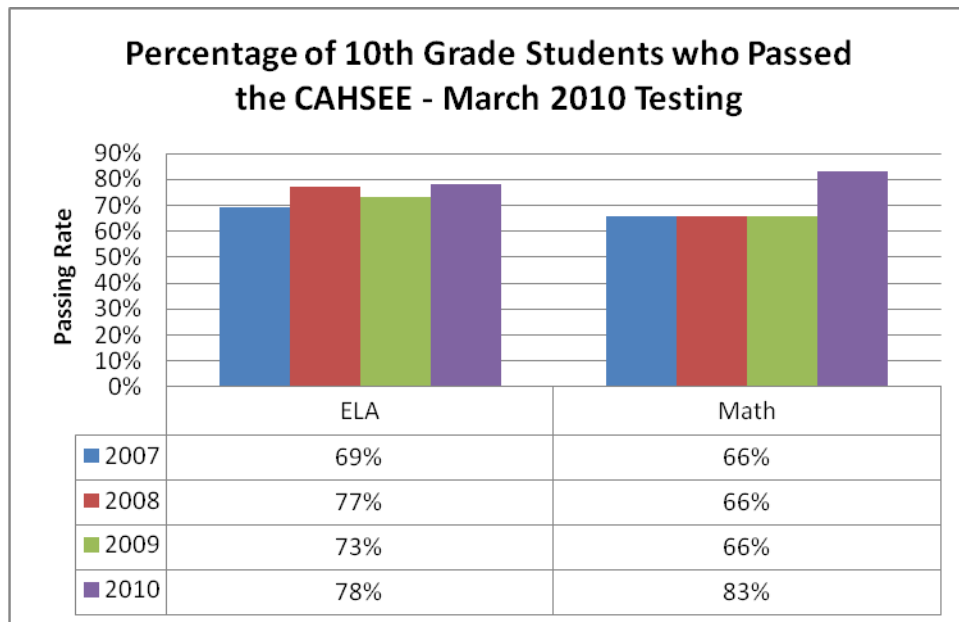


CST results for World History indicate slight increases for all students, and Students with Disabilities. There was a significant increase for the African-American population. English Language Learners remained at a low 3.7% proficiency while the Hispanic and White subgroups showed decreases in overall proficiency.

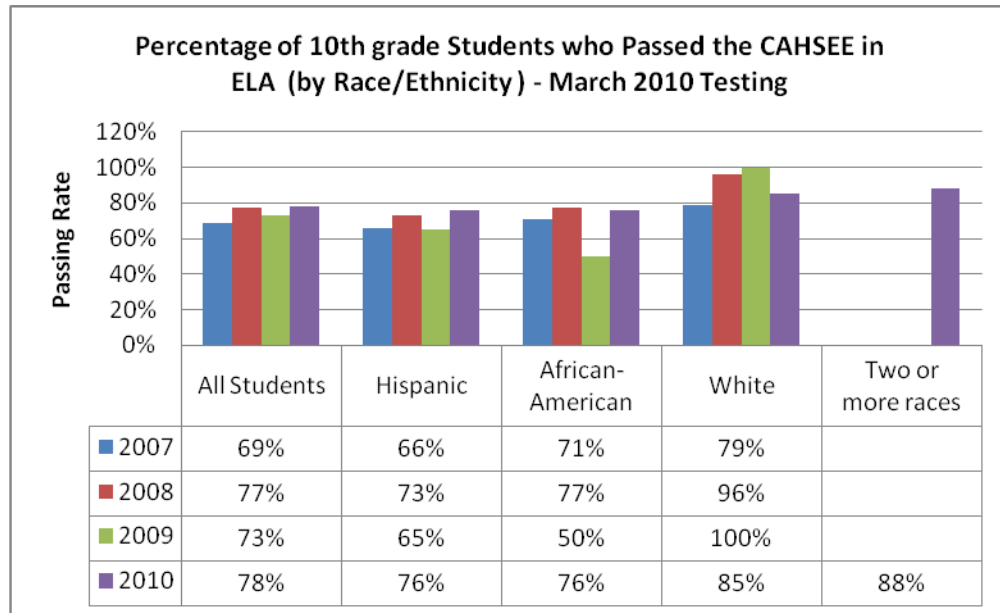
California High School Exit Exam (CAHSEE):

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past four years.

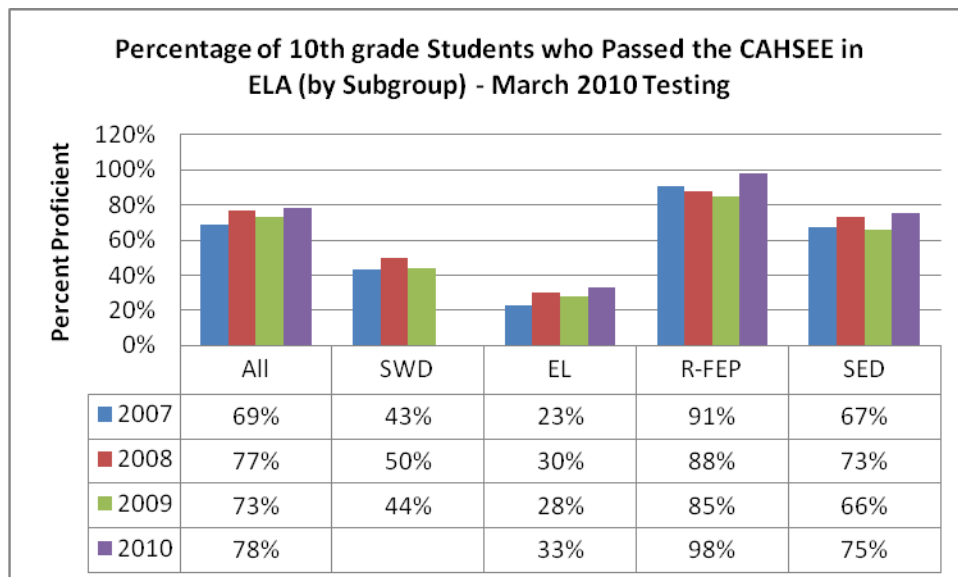


In 2010, Blair made significant increases in math. Prior to 2010, math had flat lined at 66%; however, this past year, there was a 16% increase. English also had its greatest passing rate in 2010 with 78%.



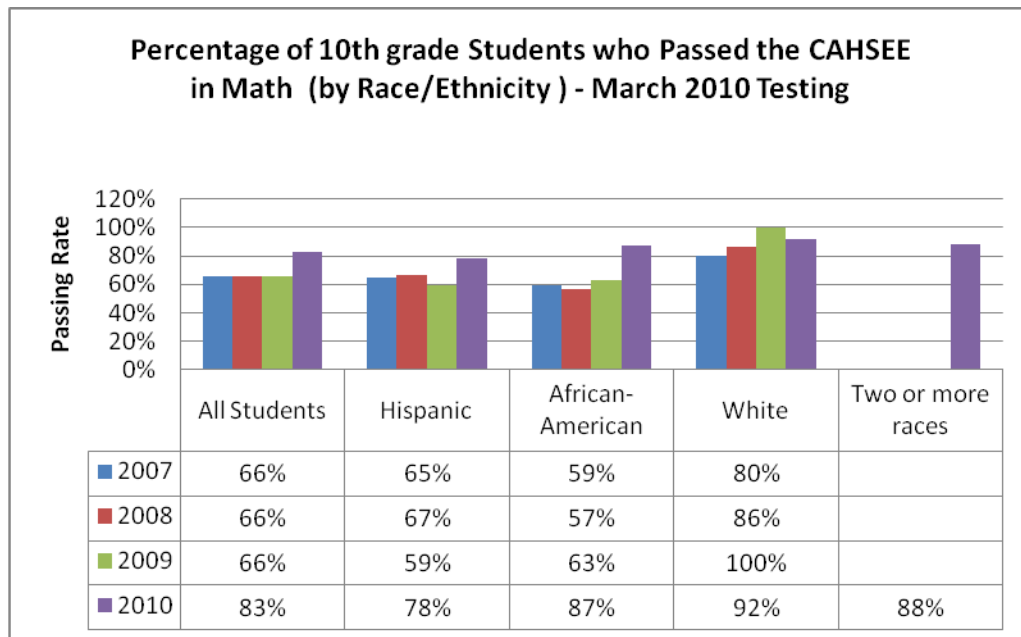
**Note: Blank spaces indicate fewer than 10 students taking the test in that subgroup*

When examining CAHSEE ELA pass rates by ethnicity, it is clear that there are inconsistent increases across all subgroups. In 2009, the Hispanic and African American populations showed marked decreases in pass rates; however, in that same year the White population showed an increase to reach 100% passing rate. In 2010, all populations increased to their highest passing rates, with the exception of the White population which decreased by 15%.



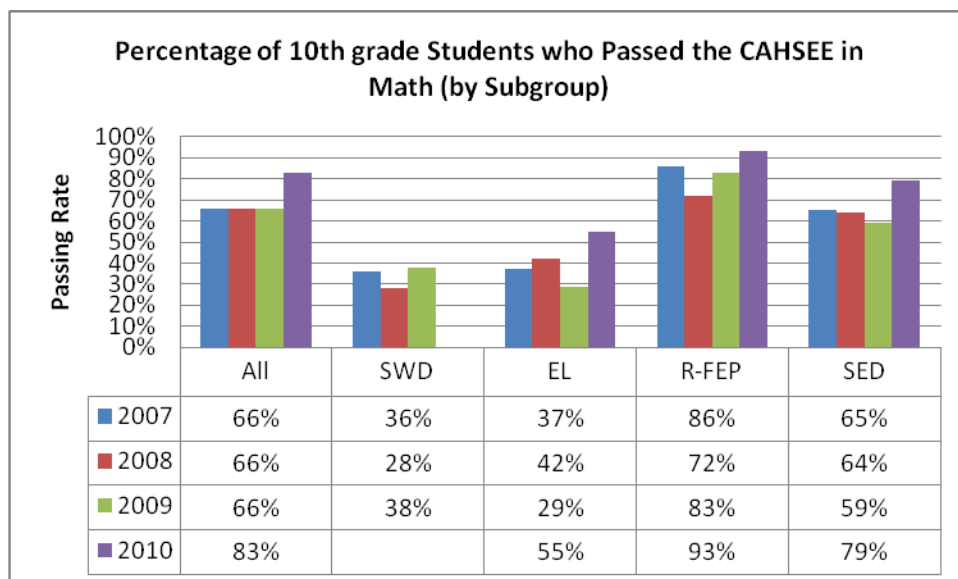
**Note: Blank spaces indicate fewer than 10 students taking the test in that subgroup*

When examining the CAHSEE results by subgroup, all significant subgroups showed improvement. The greatest gains resided in the R-FEP subgroup with a total increase of 13% from 2009 to 2010.



**Note: Blank spaces indicate fewer than 10 students taking the test in that subgroup*

In this graph, the “All Students” category showed significant improvement in 2010 growing 16% in one year after flat-lining for the previous three years. The African-American subgroup made astonishing growth from 2009 to 2010 with a 24% increase as did the Hispanic subgroup with a gain of 19%.



**Note: Blank spaces indicate fewer than 10 students taking the test in that subgroup*

When examining Blair's subgroup results on the 2010 CAHSEE in math, English Learner students showed the most improvement in one year with a 26% gain. Socio-economically disadvantaged students also did well with a 20% gain between 2009-2010 and a 14% gain since 2007.

AYP

The AYP reports for the last three years are given below.

2010 AYP Report

Made AYP: Yes

Met 22 out of 22 AYP Criteria

Met AYP Criteria (2010)	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes (56.6%)	Yes (46.4%)

Academic Performance Index (API): Yes

Graduation Rate: Yes

Met 2010 AYP Criteria				
Groups	Participation Rate		Percent Proficient	
	English-Language Arts	Math	English-Language Arts	Math
Schoolwide	YES	YES	YES (56.6%)*	YES (46.4%)*
African-American or Black	YES	YES	YES (58.3%)*	YES (38.9%)*
Hispanic or Latino	YES*	YES*	YES (51.9%)*	YES (44.3%)*
White (Not of Hispanic origin)	-----	-----	-----	-----
Socioeconomically Disadvantaged	YES*	YES*	YES (51.9%)*	YES (44%)*
English Learners	YES*	YES*	YES (33.7%)*	YES (36.6%)*

*denotes meeting criteria through Safe Harbor

2009 AYP Report

Made AYP: No

Met 13 out of 22 AYP Criteria

Met AYP Criteria (2009)	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No (47.2%)	No (36.1%)

Academic Performance Index (API): Yes

Graduation Rate: No

Met 2009 AYP Criteria				
	Participation Rate		Percent Proficient	
Groups	English-Language Arts	Math	English-Language Arts	Math
Schoolwide	Yes	Yes	YES (47.2%)	NO (36.1%)
African-American or Black	Yes	Yes	YES (48.1%)	NO (25%)
Hispanic or Latino	YES	YES	NO (38.5%)	NO (33.2%)
White (Not of Hispanic origin)	-----	-----	-----	-----
Socioeconomically Disadvantaged	YES	YES	NO (41%)	NO (31.4%)
English Learners	YES	YES	NO (14.8%)	NO (17.8%)

2008 AYP Report

Made AYP: No

Met 17 out of 22 AYP Criteria

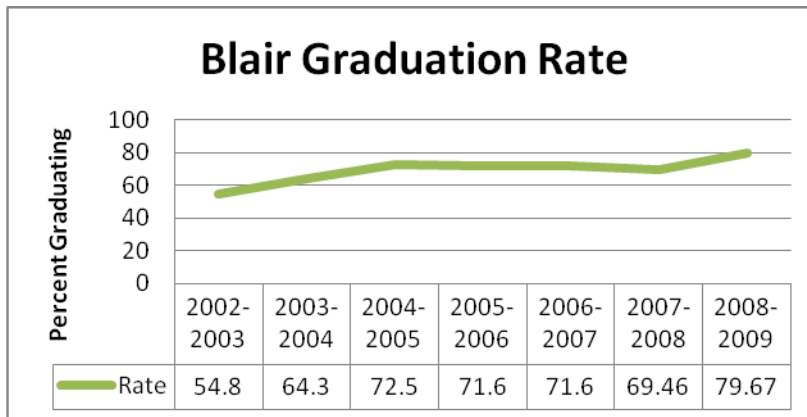
Met AYP Criteria (2008)	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No (43%)	No (24.3%)

Academic Performance Index (API): Yes

Graduation Rate: Yes

Met 2008 AYP Criteria				
	Participation Rate		Percent Proficient	
Groups	English-Language Arts	Math	English-Language Arts	Math
Schoolwide	YES	YES	YES (43%)	NO (24.3%)
African-American or Black	YES	YES	YES (43.8%)	YES (21.4%)
Hispanic or Latino	YES	YES	YES (34.9%)	NO (19.7%)
White (Not of Hispanic origin)	-----	-----	-----	-----
Socioeconomically Disadvantaged	YES	YES	YES (34.4%)	NO (17.7%)
English Learners	YES	YES	NO (15%)	NO (11.5%)

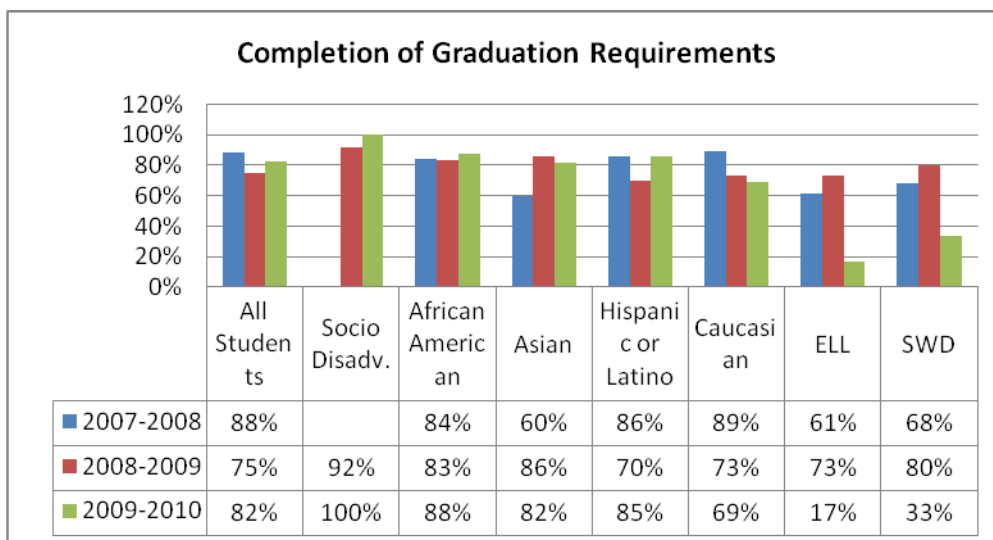
Graduation Rates



Blair made steady improvement from the 2002-2003 school year to the 2006-2007 school year increasing its graduation rate by 16.8%. It made a slight decrease in 2007-2008 with a rate of 69.4%, a loss of 2.2%; however, it made a strong increase in 2009 with a graduation rate of 79.6% the highest rate of graduation thus far.

Graduation Requirements

In addition to fulfilling district graduation requirements, students in California Public Schools must pass both the English/Language Arts and Math portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table below displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.



CSU/UC Requirements:

California high school students have two options for attending public universities in the state: 34
Universities of California (UC), or California State Universities (CSU). There are 10 UC
campuses statewide, and 28 CSU schools. A college preparatory high school program includes a
minimum of the following courses, referred to as the “A-G requirements.”

A: Two years of History/Social Science

B: Four years of English

C: Three years of college preparatory Mathematics (Four recommended for UC)

D: Two years of laboratory Science (Three recommended for UC)

E: Two years of a single language other than English (Three recommended for UC)

F: One year of Visual/Performing Arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of “C” or better. The minimum GPA required for
admission to a UC is 3.0, and 2.0 for the CSU system.

CSU/UC Course Requirements				
	2006- 2007	2007- 2008	2008- 2009	2009- 2010
% of Student Enrollment in Courses Required for CSU/UC Admission	60%	64%	63%	57%
% of Graduates who Completed all Courses Required for CSU/UC Admission	22%	31%	29%	46%

This graph indicates a 6% decrease in the percentage of students enrolling in required CSU/UC
admissions courses; however, it is showing a 17% increase in the percentage of students who are
completing all required courses for CSU/UC admission.

CELDT Results:

*Please Note: Fall 2010 CELDT data unavailable at time of publication.

The California English Language Development Test (CELDT), required by state law, is given to
all new students who live in a home where a language other than English is spoken. The CELDT
test measures how well a student can listen, speak, read, and write in English. For newly-enrolled
students the CELDT results are used to help identify English Learner (EL) students who need to
develop their English skills. Results given annually to already enrolled students are used to
monitor their progress in learning English and help decide when a student is fully proficient in
academic English. There are five levels of proficiency: 1) **Beginning** – Students understand
simple phrases spoken in English. They use a few words to communicate basic needs; 2) **Early
Intermediate** – Students understand and respond to simple school tasks. They speak in short
phrases and sentences; 3) **Intermediate** – Students speak, read, and write in English on familiar
topics, participate in school discussion and speak in full sentences; 4) **Early Advanced** –
Students participate in complex school tasks close to native-like proficiency; and 5) **Advanced** –
Students speak, read and write English and participate fully in school resembling native English
speakers.

Fall 2009 - Number and Percent of Students at Each Overall Performance Level								
Performance Level	6	7	8	9	10	11	12	Total
Advanced		***	1		1	1	3	6
	(0.0%)		(9.0%)	(0.0%)	(3.0%)	(5.0%)	(18.0%)	(5.0%)
Early Advanced		***	3	8	10	9	6	36
	(0.0%)		(27.0%)	(30.0%)	(29.0%)	(43.0%)	(35.0%)	(31.0%)
Intermediate	2	***	4	14	11	6	2	39
	(50.0%)		(36.0%)	(52.0%)	(32.0%)	(29.0%)	(12.0%)	(33.0%)
Early Intermediate	1	***	2	3	5	1	2	16
	(25.0%)		(18.0%)	(11.0%)	(15.0%)	(5.0%)	(12.0%)	(14.0%)
Beginning	1	***	1	2	7	4	4	20
	(25.0%)		(9.0%)	(7.0%)	(21.0%)	(19.0%)	(24.0%)	(17.0%)
Number Tested	4	3	11	27	34	21	17	117
	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

2009 CELDT Domain Mean Scores							
Domain	6	7	8	9	10	11	12
Listening	482.5	***	560.4	557.0	559.8	591.7	557.8
Speaking	422.8	***	505.7	533.1	506.6	533.7	539.0
Reading	512.5	***	545.0	555.1	561.7	590.9	571.7
Writing	486.0	***	540.5	536.6	521.0	549.9	551.4

Fall 2008 - Number and Percent of Students at Each Overall Performance Level							
Performance Level	7	8	9	10	11	12	Total
Advanced	2				3		5
	(29.0%)	(0.0%)	(0.0%)	(0.0%)	(10.0%)	(0.0%)	(4.0%)
Early Advanced	2	4	7	5	7	14	39
	(29.0%)	(67.0%)	(23.0%)	(16.0%)	(23.0%)	(58.0%)	(30.0%)
Intermediate	1	1	9	13	13	4	41
	(14.0%)	(17.0%)	(29.0%)	(41.0%)	(42.0%)	(17.0%)	(31.0%)
Early Intermediate	1	1	8	9	4		23
	(14.0%)	(17.0%)	(26.0%)	(28.0%)	(13.0%)	(0.0%)	(18.0%)
Beginning	1		7	5	4	6	23
	(14.0%)	(0.0%)	(23.0%)	(16.0%)	(13.0%)	(25.0%)	(18.0%)
Number Tested	7	6	31	32	31	24	131
	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

2008 CELDT Domain Mean Scores							
Domain	7	8	9	10	11	12	
Listening	563.3	603.3	519.2	564.5	573.7	573.7	
Speaking	539.3	541.8	483.1	503.0	536.2	538.0	
Reading	548.6	551.5	531.3	542.0	575.9	589.6	
Writing	527.4	559.5	516.7	521.4	555.1	532.9	

Fall 2007 - Number and Percent of Students at Each Overall Performance Level							
Performance Level	7	8	9	10	11	12	Total
Advanced					3	2	5
	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(8.0%)	(11.0%)	(3.0%)
Early Advanced	2	4	12	5	13	8	44
	(33.0%)	(40.0%)	(32.0%)	(14.0%)	(33.0%)	(42.0%)	(30.0%)
Intermediate	3	2	12	16	16	4	53
	(50.0%)	(20.0%)	(32.0%)	(43.0%)	(40.0%)	(21.0%)	(36.0%)
Early Intermediate	1	2	6	7	1	2	19
	(17.0%)	(20.0%)	(16.0%)	(19.0%)	(3.0%)	(11.0%)	(13.0%)
Beginning		2	7	9	7	3	28
	(0.0%)	(20.0%)	(19.0%)	(24.0%)	(18.0%)	(16.0%)	(19.0%)
Number Tested	6	10	37	37	40	19	149

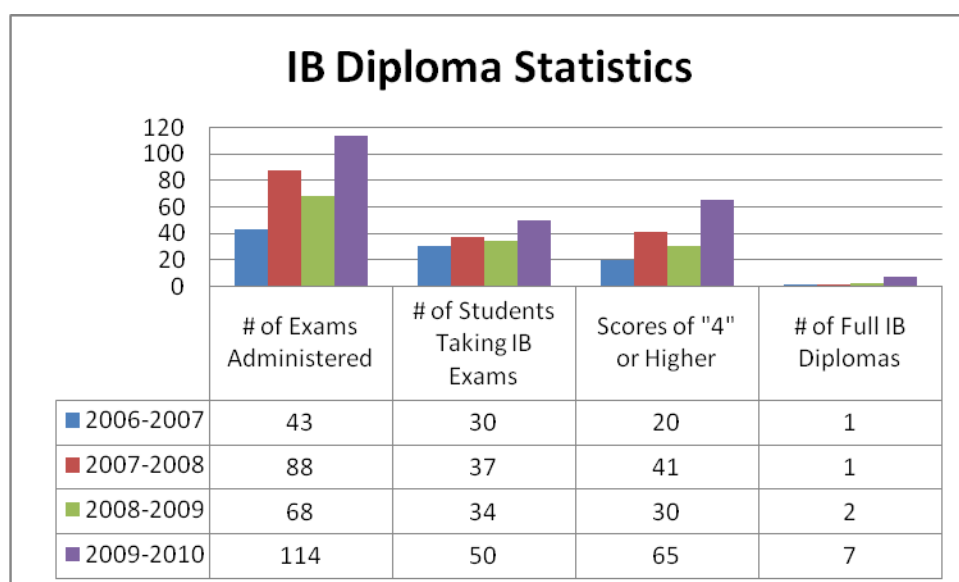
(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)
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2007 CELDT Domain Mean Scores

Domain	7	8	9	10	11	12
Listening	553.0	556.9	538.5	532.5	575.1	595.9
Speaking	531.2	512.1	509.5	487.3	551.4	576.4
Reading	534.2	507.7	535.9	539.8	576.8	572.7
Writing	533.8	488.9	522.9	509.1	541.6	547.1

At Blair, the data shows that the number of students in the Beginning level has declined. On the other hand, the number of students reaching the English proficiency levels Early Advanced and Advanced have had subtle changes as students reach eligibility for reclassification to Fluent English Proficiency (FEP). Our current challenge is to decrease the number of students in the Intermediate level, who have been enrolled in the district for more than 5 years. Meanwhile, the number of students in the Intermediate level seems to be declining.

The International Baccalaureate Program (IB) Results



In 2006, Blair High School became an authorized IB Diploma Programme school. Every spring, students take various IB exams in hopes to receive a score of “4” or higher. Typically, if students earn a high score, they will receive college credit. If students feel that the full IB Diploma Programme is too rigorous, they may opt to take only some of the subject-specific tests. If students want to earn the entire IB Diploma, they are required to take all of the required tests in May; sometimes these exams even overlap with the AP exams so students have the opportunity to take many arduous tests in the course of one month. All IB are evaluated to set criteria by international examiners.

The IB program was designed through an international cooperative effort and is based in Geneva, Switzerland. This program offers an academically challenging curriculum emphasizing the philosophy of learning and the integration of disciplines for the last two years of high school.

It can be supported by a curriculum beginning as early as elementary school. Because it is a comprehensive two-year program it can be difficult to transfer during that last two years and complete the IB diploma at a different school.

IB courses offered at Blair include: IB Biology HL, IB French SL, IB Physics SL, IB English HL, and IB Math Studies SL, and IB History of the Americas HL. The graph above displays significant growth in both the number of exams administered in the IB Diploma Programme as well as the number of exams that earned a score of “4” or higher. Although the number of students who completed the full IB Diploma Programme has more than tripled since its inception at Blair, work needs to be done to encourage more students to complete and fulfill the requirements of the entire program of study.

SAT Results

*Please Note: 2009-2010 data unavailable at time of publication

2008-2009 SAT Results with Comparative Data								
School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
Blair High	188	92	48.94	435	440	425	18	19.6
Pasadena Unified	1,416	571	40.32	445	448	441	154	26.97
Los Angeles County	114,943	45,192	39.32	474	488	475	18,357	40.62
California State	473,671	164,275	34.68	495	513	494	80,364	48.92

2007-2008 SAT Results with Comparative Data								
School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
Blair High	193	99	51.30	437	429	428	19	19.2
Pasadena Unified	1,546	628	40.62	450	449	446	182	28.98
Los Angeles County	113,546	45,881	40.41	472	490	475	18,609	40.56
California State	465,901	167,035	35.85	494	513	493	81,293	48.67

2006-2007 SAT Results with Comparative Data								
School	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Rate
Blair High	138	57	41.30	495	508	486	21	15.2

Pasadena Unified	1,315	553	42.05	442	451	440	147	11.18	38
Los Angeles County	106,820	44,074	41.26	472	492	474	17,921	16.78	
California State	441,198	162,786	36.90	493	513	491	78,596	17.81	

Examining this comparative data, it is evident that Blair's averages in all areas are typically lower than the county and state averages. A slight increase is seen in math from the 2007-2008 to the 2008-2009 data; however, it is not the type of growth that is seen in the CST scores.

ACT Results

*Please Note: 2009-2010 data was unavailable by the publication of this document

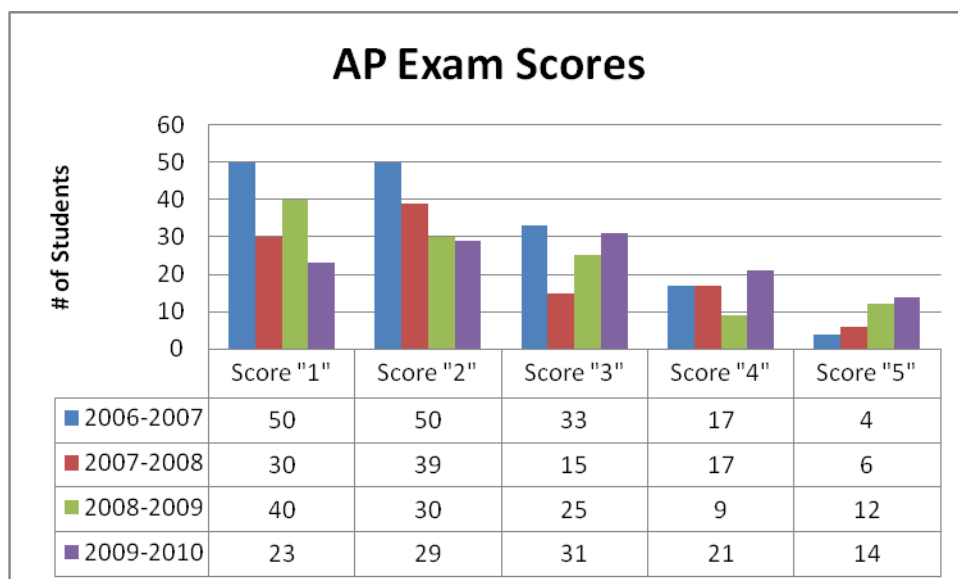
2008-2009 ACT Results with Comparative Data						
School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
Blair High	188	33	17.55	17.52	5	15.15
Pasadena Unified	1,416	207	14.62	18.78	67	32.37
Los Angeles County	114,943	18,347	15.96	20.44	8,256	45.0
California State	473,671	66,293	14.0	21.92	38,068	57.42

2007-2008 ACT Results with Comparative Data						
School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
Blair High	193	25	12.95	18.76	6	24.0
Pasadena Unified	1,546	166	10.74	18.96	50	30.12
Los Angeles County	113,546	14,149	12.46	20.56	6,528	46.14
California State	465,901	55,086	11.82	22.0	32,388	58.8

2006-2007 ACT Results with Comparative Data						
School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Rate
Blair High	138	15	10.87	19.93	5	3.62
Pasadena Unified	1,315	96	7.3	18.22	24	1.83
Los Angeles County	106,820	11,193	10.48	20.41	5,142	4.81
California State	441,198	46,788	10.6	21.79	27,055	6.13

Similar to the SAT results over three years, Blair's average score is less than both the county and state averages and very few students are able to achieve a score over 21.

AP Results



A total of 69 students took a combined 118 exams in the 2009-2010 school year. The number of students earning a score of “5” (the highest score) increased this past year as did the amount of students receiving a “3” or “4” score. The number of students receiving non-passing scores of “1” and “2” has decreased.

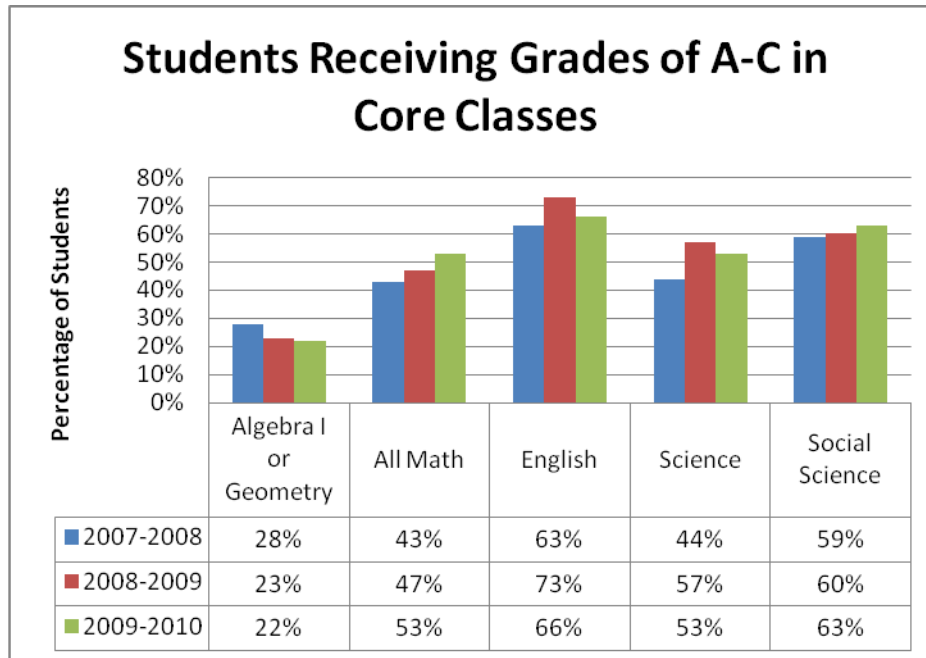
Fitness Standards Test:

Every spring, Blair School is required by the state to administer a physical fitness test to all students in grades seven and nine. The physical fitness test measures each student’s ability to perform fitness tasks in six major areas: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ).

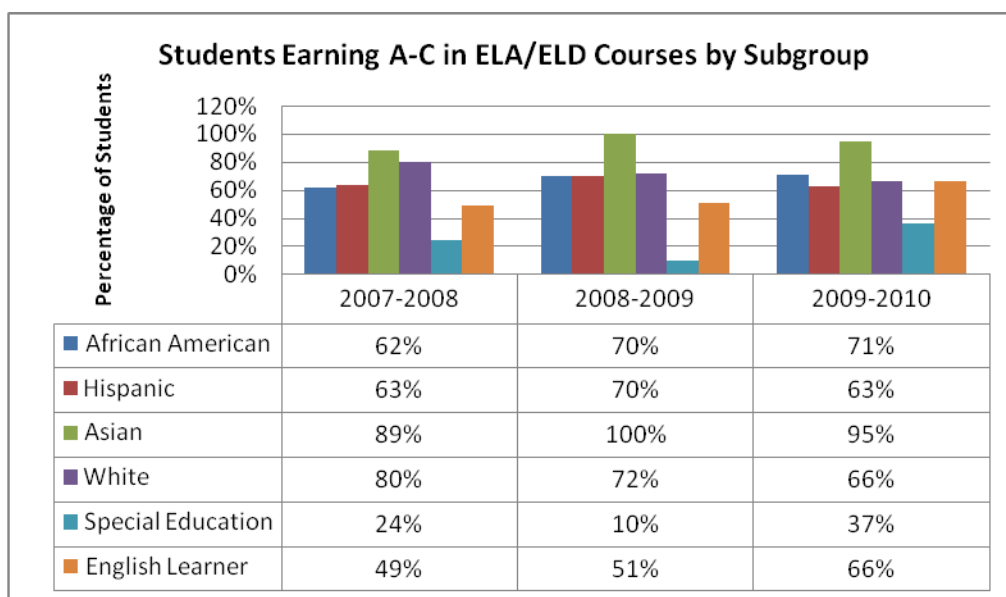
Number of Fitness Standards Achieved	Grade 7		Grade 9	
	2009	2010	2009	2010
6 of 6 fitness standards	27.7%	16.7%	30.6%	23.8%
5 of 6 fitness standards	26.5%	33.3%	24.5%	31.9%
4 of 6 fitness standards	25.3%	15.3%	17.1%	23.2%
3 of 6 fitness standards	13.3%	25.0%	17.6%	13.0%
2 of 6 fitness standards	2.4%	5.6%	7.3%	4.9%
1 of 6 fitness standards	4.8%	4.2%	2.9%	0.5%
0 of 6 fitness standards	0%	0%	0%	2.7%

In both years and in both grade levels, the data suggests that approximately 50% of Blair students have achieved within the “Healthy Fitness Zone” by achieving five or six fitness standards.

Grades:

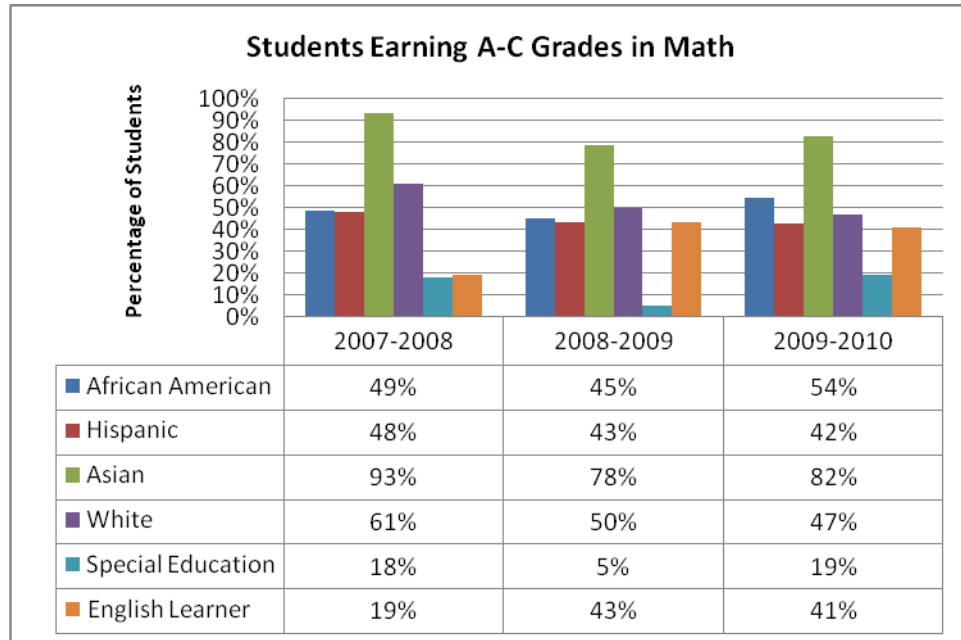


In this graph, students taking Algebra I and Geometry have the lowest percentage of A-C grades. This is due to the Every Classroom Every Day (ECED) program which focuses on these two subjects through an assessment-only philosophy (ie no homework). English has the most students earning A-C grades.

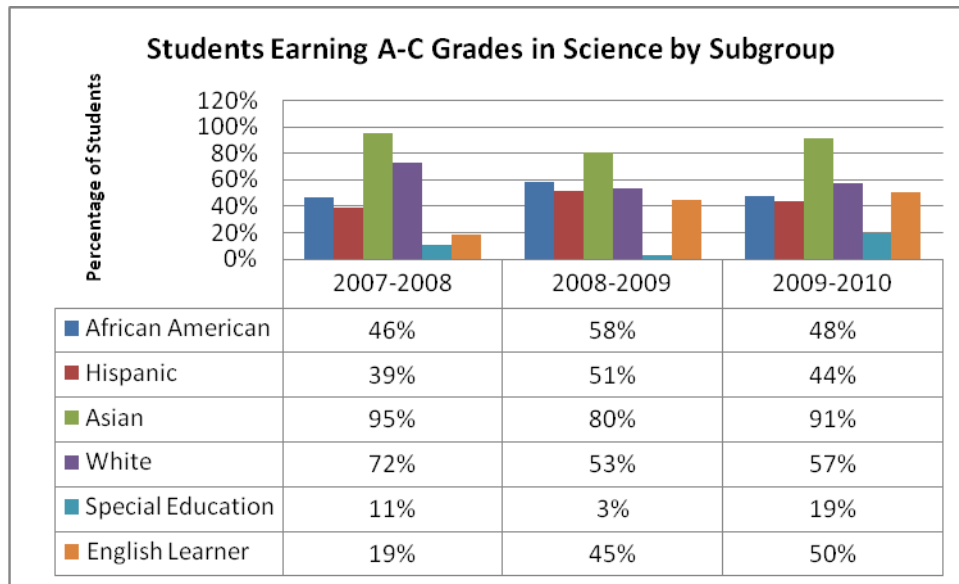


**Note: SED information not available*

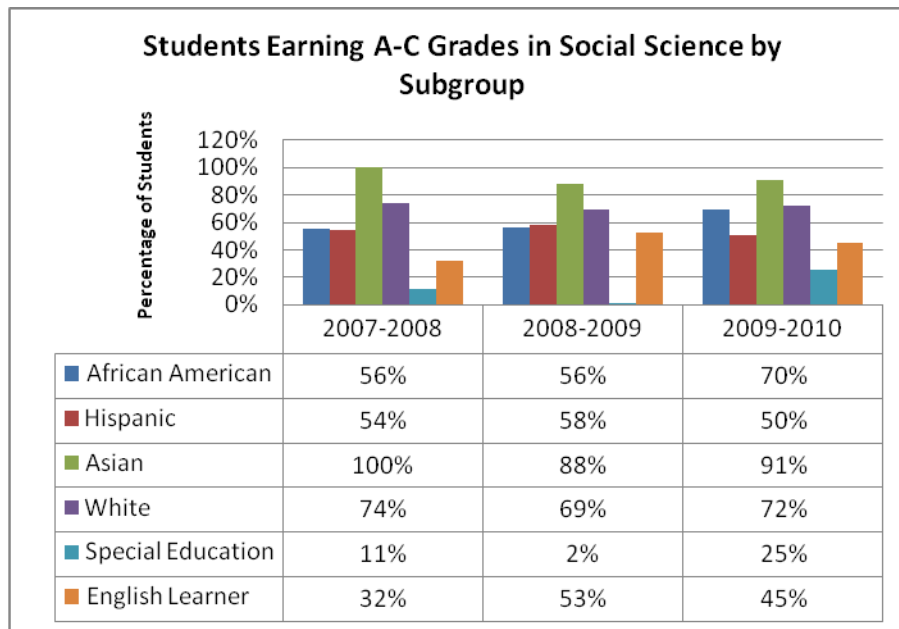
In this graph, it is evident that the Asian population, one of our small ethnic demographics at Blair, outperforms all other subgroups consistently. The English Learner population grew by 17% over three years. The special education data is again erratic with as few as 10% of the students receiving A-C grades in ELA to as high as 37% in 2009-2010. The White population has decreased steadily since the 2007-2008 school year.



As also seen in the ELA data above, the White population is slowly decreasing in number of students receiving an A-C grades. The African-American population achieved 54%, its highest percentage since 2007. The English Learners made large gains from the 2007-2008 school year and remains consistently around 40%.



The English Learners show a similar pattern in science as they do in math: a very low percentage of students earning A-C grades in 2007-2008 and then making a dramatic increase in 2008-2009. The special education students continue to struggle to earn A-C grades.



In this graph, the African-American population reaches 70% of students receiving A-C grades in social science. Many of the other subgroups show erratic data including the Special Education, English Learner, and Asian population.

CHAPTER TWO:

OVERALL SUMMARY OF STUDENT/COMMUNITY PROFILE

Blair High School has shown significant improvements since its last full accreditation in spring 2005. In 2005, Blair's API was 638. Now, Blair has reached an API of 754, a 116-point gain since 2005. All areas showed improvement. A comprehensive analysis of all pertinent Blair High School data is summarized below in terms of areas of strength and areas of need.

Areas of Strength

- ✓ Because of Blair's efforts to close the achievement gap and because of its impressive API growth, Blair has been nominated for the 2011 California Distinguished School Award.
- ✓ As stated above, Blair has made a 116-point increase in API since 2005, the year of its last full WASC accreditation.
- ✓ In 2010, Blair made 22 out of 22 AYP criteria (based on participation rate and percent proficient on CAHSEE, graduation rate, and API). This is an improvement from previous years. As shown in Chapter One, Blair did not meet AYP in 2008 or 2009. Further, Blair had not met AYP since 2004.
- ✓ Blair's graduation rate has improved by 24.87% since 2004. In 2010, the school exceeded its target graduation rate of 71% by 8.16%.
- ✓ Blair made significant progress in closing the gap between our lowest and highest performing subgroups. This can be seen in the greater gains made by the Hispanic, African-American, and English Learner subgroups on both the CAHSEE and CST results in Chapter One.
- ✓ Examining the 2010 CST results school wide and by subgroup indicates that:
 - a. On the CST ELA, Blair showed a strong, positive movement across subgroups in terms of both proficient and advanced and below/far below basic categories from 2009-2010.
 - b. On the CST Math, Blair had its greatest gains with an 8% increase overall. Specifically, in Algebra I, the English Learner, African-American, and Hispanic/Latino subgroups each made gains of at least 4%. In Geometry, the English Learner, African-American, and Hispanic/Latino subgroups made significant improvements with the Hispanic Latino subgroup improving over 10%.
 - c. On the CST History, every subgroup and major population showed improvement on the 8th and 11th grade tests.
 - d. On the CST Science, all subgroups with the exception of the White student population, showed increases in overall science.

- ✓ The number of suspensions at Blair has decreased significantly. The suspension rate decreased from 37% to 8% over three years.
- ✓ The number of students taking IB exams taken over the past three years has increased significantly from 30 to 50 students.
- ✓ The number of student exams earning a “4” or higher on IB exams has tripled from 20 to 60.
- ✓ There are more students earning a “4” score or higher on AP exams. In 2006-2007 only 21 AP student exams received either a “4” or “5.” In 2009-2010 35 students receiving those same scores.

Areas of Need:

- ✓ Although in the most recent test data indicates an overall improvement in SWD on the CST, the Students with Disabilities (SWD) data in many areas of the CST is erratic over time.
- ✓ Although CST math scores have increased, more students in all subgroups need to move into proficiency especially in the foundational areas of Algebra I and Geometry.
- ✓ Although English Language Learners have shown significant improvement in the 2009-2010 CST and CAHSEE test results, they are still Blair’s lowest performing subgroup. This is especially apparent in CST math, science, and history results as well as CAHSEE math results.
- ✓ English Language Learners showed a significant decrease in the number of students taking graduation-required courses. They dropped from 73% in 2008-2009 to only 17% in 2009-2010.
- ✓ Students with Disabilities (SWD) showed a significant decrease in the number of students taking graduation-required courses. They decreased by 47% since the 2008-2009 school year.
- ✓ The number of Blair students taken the SAT has decreased since 2007-2008 by 2.4%.
- ✓ Many upper level Science courses lack English Learners and Students with Disabilities as shown in the CST chemistry and physics results.
- ✓ Although scores in history increased overall, there was a decrease in world History scores in Blair’s White and Hispanic populations and an unchanged average score in the English Learner population.
- ✓ Although approximately 50% of students are considered in the “Healthy Fitness Zone” (HFZ) for both 7th and 9th grade students, this is still low and needs to improve to at least 75%-80% of all students.
- ✓ More students need to be enrolled in CSU/UC courses as this number has decreased by 6%.
- ✓ Many staff members are still unclear as to the IB Middle Years program criteria including the Areas of Interaction (AoI) and are not embedding these areas into their curriculum regularly.
- ✓ Many staff members are unclear of the criteria for a student to earn an IB diploma.
- ✓ The EAR protocol visits into classrooms indicate that teachers are struggling in the areas of engagement, alignment, and rigor. Of the three, rigor is the area in most need of improvement. Most visits were done in ELA and math classrooms.

The following implications were drawn from the comprehensive analysis of Blair High School data:

1. There is a need to improve learning in Math for English Language Learners and reduce the achievement gap between this group and the other subgroups.
2. There is a need to improve student learning in math for all students and reduce the achievement gap between Blair's white students and its lower achieving subgroups of Hispanic students, African-American students, English Learners, socio-economically disadvantaged students, and students with disabilities.
3. There is a need to improve student learning in Algebra I and Geometry for all students.
4. There is a need to close the achievement gap between Blair's English Learner subgroup and the rest of the Blair population in all content areas.
5. There is a need to improve the students with disabilities subgroup in all content areas as their CST data are erratic over the past three years.
6. There is a need to strengthen the understanding and application of the IB program; this is especially true of the IB middle years program.
7. There is a need to provide more professional development to strengthen teaching in the areas of engagement alignment and rigor.

Critical Academic Needs:

Through examination of the data and input from the Home and Focus groups and well as the Instructional Leadership Team (ILT) and the WASC Leadership Team, the following are Blair's Critical Academic Needs:

- 1. There is a need to improve learning in Math for English Language Learners and reduce the achievement gap between this group and all other significant populations.**
- 2. There is a need to close the achievement gap between Blair's English Learner subgroup and the rest of the Blair population in all content areas.**
- 3. Given that they will be a significant subgroup beginning this year, there is a need to improve the students with disabilities subgroup in all content areas as their CST data are erratic over the past three years.**
- 4. There is a need to increase the amount of professional development offered to Blair staff members, especially in the areas of IBMYP/IBDP, engagement, alignment, and rigor.**

The following questions have been raised from the data analysis and related to the Critical Academic Needs:

1. How effective are the programs that we have in place?
2. Are we enrolling students in the most appropriate classes? Do we have timely and appropriate data to do this?
3. Does the master schedule facilitate appropriate placement? Are identified low-achieving students given priority?

4. Will Every Classroom, Everyday in Math be used in the upcoming school years? Is funding available?
5. Does the staff receive enough professional development in the areas of intervention strategies and scaffolding to aide in the progress of their major subgroups?
6. Does the staff receive enough professional development in the areas of engagement, alignment, and rigor?
7. How effective were the English and math intervention programs put in place this year and last year?
8. How can Blair staff help the English Learner population meet graduation requirements?
9. Does the staff really understand the “nuts and bolts” of the IBDP even if they are not teaching students in the program?
10. Does the staff understand the “nuts and bolts” of the IBMYP even if they are not teaching students in the program?
11. How can Blair better implement IBMYP Areas of Interaction (AoI) in day-to-day teacher lesson plans?

CHAPTER THREE: *PROGRESS REPORT*

In 2005, the WASC Visiting Committee awarded Blair High School a three-year term of accreditation with a revisit in 2008. In 2008, Blair had its WASC re-visit and resulting progress report. This section includes comments on the *WASC Critical Areas for Follow-up* by the visiting committee in 2008 along with next steps Blair has made in the past three years. As evidenced below, much progress has been made in addressing the following six growth areas.

Growth Area 1: Blair staff must develop intervention strategies for low achieving students.

Summary

“Blair made substantial growth in developing intervention strategies for low achieving students identified through diagnostic and benchmark exams, quarterly grade reports, and annual standardized testing performance. Students who are not meeting standard in language arts are placed in either a Holt Strategic or Language ! Intervention class. Blair offers High Point levels Basic through C to all students who qualify in grades 7-12.

Earth Science provides Blair students who fail Biology in the ninth grade an opportunity to meet the three year science graduation requirement. After Earth Science is taken, students repeat Biology and then choose from Physics or Chemistry to complete their three year science graduation requirement. Biotechnology has been added to the Health Careers Academy to better suit the needs of academy students.

Students who do not pass the California High School Exit Exam (CAHSEE) in English Language Arts and/or Mathematics are placed in a CAHSEE prep course that reviews material and promotes strategies to pass the test. Credit reclamation course as well as homework assistance are offered on a daily basis through the after school LEARNS program.

Blair uses the Inclusion model for Special Education students. An instructional aide is assigned in mainstream classes to offer assistance to those students designated as Special Education. Through AB1802, counselors hold individual parent conferences for students designated as ‘at risk’ of not graduating from high school.

Other intervention strategies implemented at Blair include: the 20:1 ratio for class size reduction in ninth grade Math and Language Arts. Instructional aides in both bilingual and special education assist in general education classrooms. The Language! Language arts intervention program expanded to include seventh and eighth grade students and the Holt Strategic program is offered in grades eight and nine.”

Next Best Steps:

- Continue to identify students in need of intervention through diagnostic and benchmark exams, quarterly grade reports, and annual standardized testing performance.
- Continue to implement intervention strategies for low achieving students.
- Continue to monitor intervention programs in order to adjust to students’ needs.
- Develop and implement additional interventions in mathematics.

Below, Blair elaborated on the “Next Best Steps,” commenting specifically on how they have continued to implement these suggestions and, if possible, what they have done to improve upon them:

- Benchmark exams are given quarterly in all core subjects.
- Benchmark exam results are uploaded to Data Director and can be manipulated in a variety of ways to help staff better use this information to drive instructional decisions.
- The District implemented the Inquiry Protocol Process (IPP), a graphic organizer that allows teaching staff to evaluate and reflect on how well their students performed on these benchmark exams and helps them plan for future lessons as well as identify at risk students for future interventions.
- The CST is given in May of every school year. For the past three years, these results are available to all district and school stakeholders in August of the same year. School personnel may access this data at the beginning of each school year to make the necessary accommodations for each of their classes.
- Using the quarterly grades and teacher recommendations, counselors, administration and Blair support staff meet monthly to decide which students should have SST meetings. At each SST meeting, counselors, parents, and Blair teaching staff decide on the best interventions to help a student succeed in his or her classes.
- Beginning in the 2009-2010 school year, a practice CAHSEE exam is given to 10th grade students prior to their first attempt at the actual test. Results are uploaded to Data Director and given to teachers to help them make instructional decisions to prepare students for the upcoming exam. Data from the Practice CAHSEE is also presented to parents at Parent Teacher conferences to inform parents of their scores and well as suggestions on how they can help at home.
- Throughout the first semester of each school year, counselors meet with all students who received a Far Below Basic or (FBB) Below Basic (BB) scores on the CST in English and/or mathematics as well as those “non-passers” of the CAHSEE. Letters are sent home to families in preparation for these meetings as well as phone call reminders. During these meetings, students create goals for the remainder of their academic career at Blair and discuss what they need to do to achieve those goals.
- After the release of CELDT data, counselors set up goals conferences for those not redesignated and follow the same protocol as mentioned above.
- The Newcomer Center gives the LAS (Language Assessment System) two times a year, at the end of each semester, to see growth from the initial CELDT test. This district-driven assessment measures the four CELDT strands and that data is uploaded to Data Director.
- In the 2008-2009 and 2009-2010 school years, CAHSEE Revolution, an online-interactive computer program, was used to prepare low achieving 10th, 11th, and 12th grade students for the CAHSEE exam. In 2010-2011, CAHSEE Revolution is used as a

pull-out program for current English Language Learners (ELLs) or those not yet reclassified to prepare them for the March CAHSEE exam.

- With the help of the LDRT and the counseling department, English Language Learner students are mainstreamed into general education classes in “clusters;” that is, these students are placed with their peers into the sometimes challenging core classes so that they may mentor each other.
- In the 2008-2009 and 2009-2010 school years, two ELL bilingual aides were in classrooms assisting EL “cluster” groups of students in each subject area. Due to budget cuts, these aides were unable to be funded in the 2010-2011 school year.
- Earth Science is still offered to those students who do not pass Biology to grant them an opportunity to meet the three year science graduation requirement. Biotechnology is still offered to the Health Careers Academy students to better suit their needs.
- The EDGE curriculum replaced the High Point curriculum at the middle and high school levels for those English Language Learner (ELL) students who are placed in ELD intervention classes and those in the Newcomer Center. This curriculum offers more visuals, as well as more opportunities for writing, reading, and grammar practice.
- Blair uses the full inclusion model for students with disabilities. All special education students are included in the general education classes with support and modification from the general education teachers. General education teachers consult with special education specialists for guidance in modifying work and facilitating the academic progress of students with disabilities.
- Special education utilizes a Learning Lab which provides specialized academic instruction in math and literacy every period of the day.
- Special education instructional aides are used in a multitude of ways throughout the day. One assistant is in learning lab all day giving individual student attention and reinforcing small group instruction. Two periods of the day, two other aides provide those same services. Four aides are out in general education classes: two on the high school campus and two on the middle school campus.
- Benchmark Café, a before school, during lunch and after school math tutoring program, began in 2009-2010 to help ECED math students in Algebra I and Geometry; however, it is open to *all* math students who are in need of remediation.
- Since as early as 2007, all math teachers using practice CAHSEE and CST questions during the “Do Nows” at the beginning of every class to prepare for these two high-stakes assessments.
- In 2010-2011, all sixth grade students received an “Explore Elective” as a part of their academic day; however, during second semester, those sixth graders who struggled academically were pulled from this elective to receive necessary academic remediation.
- The Health Careers Academy (HCA) has a retired math teacher come in weekly to help tutor those academy students who struggle in mathematics.

- Apex is an online standards-based computer program which allows students to take courses they failed to earn high school credit. Currently, students take these courses after school with a credentialed teacher or counselor as a monitor. It has also been offered during summer school.
- The Newcomer Center staff meets monthly to discuss the progress of their students. One of the many topics discussed is how these students are progressing in the CAHSEE Revolution program.
- The EDGE curriculum has assessments after each unit. Once assessments are completed, they are uploaded to Data Director and reviewed by the LDRT who meets with teachers to discuss successes and areas for growth. High Point, the English curriculum used previously by the ELD department, also followed this pattern where assessments were given after every unit and reviewed with teachers thereafter.
- In CPM, a district-driven monitoring system, EL students that are reclassified are monitored for two years in the following four areas: oral language, reading comprehension, writing skills, and academics. Teachers fill out these documents for each student; this information is used to schedule SST meetings.
- The LDRT attends monthly district meetings; most recently, the district LADD (Language Acquisition and Development Department) office taught the LDRTs how to create pivot-tables to be able to see all ELL data simultaneously.
- The after school program, Apex, is a computerized program that monitors student progress by giving quizzes at the end of each unit. If students do not pass these online quizzes, students do not move forward and additional lessons are given to ensure mastery of a concept.
- “Not on my Watch” is a brand new middle school program designed to mentor those students who are struggling with grades, CST scores, and behavior. Each middle school teacher mentors five students. They communicate with their parents regularly, meet regularly with the mentees, and give them the extra support they need to succeed. In February 2011, they held a kickoff parent meeting in the evening to inform parents of the upcoming mentorship program and further provided these families with an envelope full of grades, attendance records, test scores, and contact information for each individual child.
- In February 2011, a drop-out counselor was assigned to Blair. Through a grant, she will be shared with another high school.

Growth Area 2: Blair Staff will incorporate technology throughout their lessons.

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Summary:

“With the appointment of a full-time technology coordinator and his work with an effective technology committee Blair IB Magnet has made significant progress in making technology more accessible to teachers for instructional use. While the use of technology as an instructional tool is not yet maximized, Blair has a goal of improving the integration of technology to all classrooms and a goal of increasing the number of teachers using technology regularly.

All Blair classrooms have at least one computer, and all classrooms except one now have access to the internet. Two computer labs are available for all teachers to use for class projects and assignments. The ROP lab has been upgraded with new equipment, and the Science Department has acquired and utilizes a state of the art computer lab.

Through the Literacy Coach, English teachers use the Accelerated Reader on-line program as a method of improving reading skills. The program is available for English teachers to use in the library. The library has 24 computers for use during class time. These computers are also available for student use during nutrition break, lunch, and after school until 4:00pm.

Technological resources and ancillary materials available with newly adopted textbooks are being used for instruction in the Science and Social Science departments. LCD projectors are used in many classes, and two carts of laptop computers are being recognized for use in middle school classrooms.

There is a need at Blair for additional course specific peripheral technology, and as hardware and software is aging at Blair, there is a continuing need for updating existing technology. Blair actively seeks outside resources such as grants and community donations for obtaining equipment, but the need for funding is omnipresent.

Through the efforts of the technology committee and with funding provided by parental support, the school has created a new comprehensive, user-friendly website www.blairibmagnet.org. Teachers have begun posting homework assignments on the web and teachers are being asked to post grades through a new, online grading program. All teachers have been initially trained in its use, but not all Blair staff are currently posting information. More staff development and oversight is necessary to make all teachers' information current on the website.”

Next Best Steps:

- Continue to train teachers to take advantage of the school website for effective communication with parents and students.
- Continue to train teachers to implement currently available technological resources.
- Continue to pursue funding to update existing technology and provide new technology.
- Develop and implement departmental plans to incorporate technology for improved instruction and learning.

Below, Blair elaborated on the “Next Best Steps,” commenting specifically on how it has continued to implement these suggestions and, if possible, what it has done to improve upon them.

- Since 2008, Blair has hosted two websites. The first, as mentioned in the WASC 2008 summary, www.blairibmagnet.org lasted 24 months and was funded by the Blair PTSA.

Staff received training on this website through “A” and “B” meetings many of which occurred in Blair’s computer lab. The trainings included how to log-in, how to upload assignments and how to make announcements on their own personal pages. The Technology Coordinator gave one-on-one training to those teachers new to Blair or to teachers who struggled with using the site.

- The second, <http://blair.pasadenausd.org>, has been used since the 2009-2010 school year and is provided by the Pasadena Unified School District (PUSD). This website’s webmaster (a Blair staff member) trained department chairs on how to use the webpage so that they could train their staff. She also made a concerted effort to ensure all teachers had a picture, a bio, and a “welcome” on their personal pages.
- From 2008 to 2009, Blair purchased licenses for mygradebook.com as their grading system. This online program allowed parents and students to access their current grades, missing assignments, and receive e-mail notices regarding upcoming events. Training for this program was conducted during “A” and “B” meetings. The Technology Coordinator also worked with individual staff members who were new to Blair or needed additional support.
- Since the 2009-2010 school year, almost all of the Blair teachers use the AERIES gradebook provided by the district. They also use this program to take attendance and input final grades and citizenship. Not only does this program allow for teachers to keep records, it also provides up-to-date student information as well as attendance and grade reports from other classes. AERIES trainings occurred during “A” and “B” meetings. There is also an AERIES “How-to” video on the Pasadena Unified School District’s website.
- Data Director is an online data management system that interprets a wide-range of data including: the CSTs, the district benchmark quarterly exams, CAHSEE results, CELDT scores, and special education designations. Teachers can also make their own assessments and that data can be uploaded and disaggregated just like any of the high-stakes assessments. Much training has been offered both at the district and site levels. Many occurred during “A” and “B” Monday meetings and after school at the district office.
- A parent volunteer sends out a weekly “E-Blast” which lists Blair’s upcoming events.
- Training on Accelerated Reader was provided to ELA teachers through a full-day professional development in January 2008. A follow-up phone conference occurred that same year. The English Department Chair/Literacy coach continues to train teachers on an individual basis.
- Apex training occurred in the 2009-2010 school year; the technology coordinator was trained first and he trained other teachers on how to use the program and monitor student progress.
- Newcomer teachers were trained in ESL Reading Smart and Get Ahead Math.

- Math teachers were trained on the Accelerated Math program and how to use the accompanying scanners in 2008.
- To increase the number of LCD projectors, docu-cameras, and other important technological hard and software, Blair staff write grants to PEF (the Pasadena Educational Foundation), Blair PTSA, and Sunrise Rotary.
- In the 2007-2008 and 2008-2009 school years, the GATES Millennium Fund provided the school funding for new hardware and software. The amount of money granted was based on the school's population.
- In spring 2010, PEF had a "match" fundraiser for technology where whatever funds a school raised were matched by PEF (maximum \$10,000). Blair received the full amount of \$10,000 and used approximately half of it to fund Accelerated Reader from January 2011 to December 2011.

Growth Area 3: Blair staff will analyze data to benefit and modify instructional practice.

Summary

"Blair has made progress in using the results of data analysis to benefit and modify instructional practice. All departments have engaged in data inquiry protocols where teachers have reflected on student assessment data and taken action based on those reflections. Mathematics and English Language Arts are the most regular and broad based users of student achievement data to inform placement and instruction.

The Math Department has begun to use data from common assessments based on the UCLA math diagnostics to identify students who are struggling, and to define specific content strands students have not mastered. The data has been used to group students, and suggest topics for re-teaching or review.

The English Language Arts (ELA) department has fully implemented the use of data from CELDT and High Point Diagnostic for placement in both regular and intervention classes for grade nine. ELA has used California Standards Test (CST) scores, Degrees of Reading Power (DRP), and Holt Diagnostic tests to drive placement for all students. Holt Strategic has been introduced in both eighth and ninth grade. The literacy coach maintains a spreadsheet of student data which is available to all teachers so they can become better informed on the literacy levels of their students.

For the past few years, the results from district quarterly benchmark examinations have been available to teachers in the core content areas (English Language Arts, Mathematics, Science, and History/Social Science) through a program called Edgenuity.

To facilitate better use of data to inform instructional practice, the Pasadena Unified School District (PUSD) has developed a data inquiry protocol for reflecting on the results of district quarterly assessments and other assessment data. Department representatives were trained in how to use the protocol, and the process was introduced to all staff in multiple professional development sessions.

The first data sets which were analyzed were the results from the first semester of 2006-2007. All teachers viewed their data online, responded individually to prompts, and then shared their observations with their departments. Departments have also created other tools to guide data reflection. The Mathematics Department has a protocol for discussing student data which they have frequently used in department meetings. The Science Department has begun to systematically collect and analyze formative assessment data.

Reflection on student work and data has taken place within the context of the International Baccalaureate Middle Years Programme (IBMYP). During professional development sessions, staff shared student work samples, and how the work was scored against externally created criteria rubrics. Teachers used the results of these conversations to collaboratively design common IBMYP assessment tasks by course.”

Next Best Steps:

- Continue to analyze, evaluate, and use the student data to improve student proficiency.
- Continue professional development activities designed to interpret and utilize student data in the scope, sequencing, and pacing of instruction.
- Develop and implement plans to use the LEARNS program to target specific content areas for students not meeting standards.
- Develop and implement staff development on the day to day use of classroom assessment data as a method to differentiate instruction.
- Blair requires district support for timely access to classroom level, grade level, and building level student achievement data.

Below, Blair elaborated on the “Next Best Steps,” commenting specifically on how they have continued to implement these suggestions and, if possible, what they have done to improve upon them:

- Student data found on Data Director is used for appropriate placement in the math and science courses.
- In 2006-2010, semester-long math and English CAHSEE courses were offered to those who had not yet passed the test. Now, CAHSEE Revolution is offered to EL students as a pull-out program.
- By department, regular opportunities to interpret quarterly and CST assessment data have been offered at Blair for several years. This is called the Inquiry Protocol Process (IPP). Much of the analyzing occurs during “A” and “B” Monday meetings where teachers meet departmentally to discuss test results as a group. This is a district-driven expectation that helps drive the School Site Plan (SSP).
- In August of 2008, 2009, and 2010, members of school leadership to include the principal, vice principals, literacy coach, and math coach attended “Data Advance” – a two-day district-driven professional development where district leadership shared important data such as the CST results, CAHSEE results, AYP, Fitness gram results, school survey results, attendance records by school, etc... This data was brought to the site and shared with staff.
- AERIES training occurred numerous times for the Blair staff. This program allows staff to analyze and interpret attendance data, course grades, overall GPA and general student information.
- The LEARNS program offers regular tutoring and academic assistance to all students. They offer tutoring and study hall to Blair athletes.

- The LEARNS program funds Benchmark Café, a math tutoring program grown out of ECED math (Algebra I and Geometry) but available to all students in any math course.
- In 2006, all Blair staff trained in the Blackboard configuration, or the BBC. This is a tool to help students become academically engaged upon entering the classroom. It consists of a whiteboard that lists the “Do Now,” learning objectives, steps for how to achieve the learning outcomes, and homework assignment(s).
- In 2009-2010, all Blair staff attended a multiple-day Thinking Maps training provided by the district.
- Training was provided to the English-Language Arts teachers in the Accelerated Reader program, especially in the areas of differentiation in goal setting. Goals for Accelerated Reader are done on an individual basis.
- Renaissance Learning provided training to the mathematics department in the Accelerated Math program in 2008. Teachers assign mathematics standards to each student individually. They take quizzes to assess how well they do on each of these standards. If students fail, they must do additional problems to help them master the standards they failed. As they pass standards, the teacher assigns more challenging standards to master once again, on an individual basis.
- When planning the new “Not on my Watch” program for struggling middle school students, middle school staff examined CST scores, discipline records, attendance records, and grades to develop an “intervention list” of students in most need of mentorship and intervention.

Growth Area 4: Blair staff will engage in professional development

Summary

“Blair staff participates in a variety of professional development conferences and trainings. These include, but are not limited to: English Language Development teachers trained on the use of High Point; Teachers in the English department have been provided with Language! Training to offer an intensive intervention reading program for students who are not reading on grade level; 7th and 8th grade English teachers were also given additional training on grammar instruction; Teachers in the English, Math, and Social Science department were trained to use newly adopted textbooks through AB466; The Math Department was also trained on the use of “Pipeline” strategies for GATE students and video journaling. Numerous IB trainings were attended by members of the staff and Advanced Placement training was provided to the appropriate teachers; Social Science teachers participated in collegial visits regarding IB, and the department has had 6 teachers who are currently participating or have participated in the Teacher American History grant program.

All Blair staff participated in a school wide “Step-up to Writing” training to develop common instructional strategies for writing. Some Blair staff attended Specially Designed Academic Instruction in English (SDAIE) training in order to better meet the needs of English Learners, and all special education teachers received IEP compliance and transition training through PUSD.

Due to a high rate of turnover each year the number of new teachers at Blair requires staff development in support of the numerous initiatives underway on campus, including AB466 and the International Baccalaureate Programme. The additional

challenges at Blair is to ensure that new teachers also receive necessary training – either formally or informally – through teacher mentoring and intra-departmental training and discussion.”

Next Best Steps:

- Continue to seek opportunities for professional development
- Continue to provide new teachers with needed training

Below, Blair elaborated on the “Next Best Steps,” commenting specifically on how they have continued to implement these suggestions and, if possible, what they have done to improve upon them:

- Many opportunities have been offered to the Blair staff since 2008. Some that have been offered during “A” Mondays include: Step-Up to Writing, SDAIE strategies, IPP (Inquiry Protocol Process), Thinking Maps, Data Director training, How to use AERIES, How to use the Blair webpage to create an embedded teacher site, EAR protocol (through IRRE) used when visiting classrooms and multiple pathways training put on by the Health Academy staff.
- The math and English coaches along with Blair administration have been trained in the MWM EAR protocol. This is a way for coaches and administrators visit classroom and monitor levels of engagement, alignment, and rigor (EAR). This is a non-evaluative tool; its purpose is to use this data to drive instructional coaching conferences.
- Some opportunities that have been subject or group specific include: Peer mediation training for the middle school staff, local IB training for those who have not yet received it, ECED training (funded by IRRE research grant) for English and math teachers, Edge training for ELD teachers, ESL Reading Smart for Newcomer Teachers, and a visit to Hollywood High school to watch a co-teaching model for several special education teachers.
- The PE teachers attend the California Association of Health, Physical Fitness, Recreation and Dance conference annually. They also attend the two-day professional development provided by the district that specifically focuses on physical education.
- Annually, many math teachers attend the large professional development in Palm Springs sponsored by the California Mathematics Council.
- Last year, many members of the history department worked with other history teachers in the district to create nine new district quarterlies and accompanying pacing plans.
- Annually, several Blair teachers travel to different places across the country to attend Advanced Placement (AP) scoring conferences.
- Every year, many teachers, especially those who have never been trained, attend IBMYP and IBDP trainings.

- Those teachers and counselors participating in the PUENTE program attend multiple multi-day professional development opportunities annually.
- This year, Special education teachers and one ELA teacher attended a Response to Intervention (RTI) training provided by the district.
- This year, special education teachers attended a Behavior Support Training provided by the district.
- New Special Education teachers are trained annually in how to write Individualized Education Program (IEP)
- In 2010-2011 school year, training was provided to special education instructional aides concerning how to best support special education students in the general education environment. This training was provided by the Blair special education department chair and a lead instructional aide.
- In February 2011, Blair received a \$25,000 grant from PEF for special educators to receive summer professional development from the Frostig Center.
- As stated in Chapter One, new teachers who need to clear their credentials work through the BTSA program. Those who have already cleared their credential and require additional support work through the PAR program (Peer Assistance and Review). PAR is provided by the United Teachers of Pasadena (UTP); teachers who are recommended to PAR by administrator work with a mentor for two years in an effort to strengthen their teaching practices.
- 1SG, one of the two JROTC staff leaders, has attended the US Army JROTC School of Cadet Command (JSOCC). It entails 47 hours of instructor certification and Lions Quest Facilitator training. Included in this training are all the up-to-date technologies for the classroom with teaching strategies and techniques. In addition, every year he also attends the 8th Brigade 5-day seminar reflecting, safety and teaching strategies of the classroom. Marksmanship & Rappelling are also included for reinforcement of safety.

Growth Area 5: Blair staff will maintain communication with parents, students, and staff in order to clearly communicate school expectations to all stakeholders.

Summary

“Efforts to improve communication with Blair stakeholders include commonly used official mailing as well as a new Blair website that provides links to teacher websites, homework assignments and other course materials, and – new for the Spring of 2008 – an on-line gradebook program that will allow parents and students to see student grades and review missed assignments. New in-classroom phone lines and an improved PA system allow for improved communication and campus safety during the school day on the Blair high school and middle school campuses.

Principal Rich Boccia continues to contact the Blair community through the weekly “Boccia Blast” by telephone and e-mail in which parents and students are informed about the important upcoming school events and guiding principles for the week.

As a school community, Blair has committed to engage more English Learn (EL) parents to participate in school events. The English Learner Advisory Committee (ELAC) and the Parent Teacher Student Association (PTSA) now jointly provides bilingual flyers, agendas, and translation services to parents every month at the PTSA “First Thursday Meeting.” Bilingual parents are encouraged to discuss their concerns and general school needs and suggested improvements. The Blair Family Resource Center (FRC) has hired two community liaisons to work with all parents, and all of the FRC services are also now available in Spanish.

The Blair Special Education department has hired an Inclusion Specialist in its effort to facilitate clear communication between Special Education and general education teachers.

Blair has established a quarterly celebratory assembly “Culture of Excellence” for all students in which student academic accomplishments are publicly recognized and current academic data is reviewed with students.

Next Best Steps:

- Continue to develop the school website www.blairibmagnet.org as an ongoing source for communication with parents and the school community.
- Continue to provide training to support the posting of teacher materials on-line and the use of the on-line grade book program.
- Continue to focus on communication and involvement with bilingual parents.
- Continue regular celebrations of student achievement and involving students in the examination of academic data.

Below, Blair elaborated on the “Next Best Steps,” commenting specifically on how they have continued to implement these suggestions and, if possible, what they have done to improve upon them:

- The counseling department continually updates the Blair website with the following information: ACT/SAT links, scholarships, fliers of upcoming events, internship opportunities, CSU/UC applications and links, Pasadena City College upcoming events for soon-to-be students, financial aid information and an active calendar.
- To target Blair’s Spanish-speaking community, a “translate” icon is located at the bottom of the school website changing the English text to Spanish.
- The webmaster updates the Blair website regularly.
- The volunteer coordinator also updates the website regularly with messages about PTSA meetings, volunteer opportunities, and upcoming Blair events.
- Since the 2009-2010 school year, almost all of the Blair teachers use the AERIES gradebook provided by the district. They also use this program to take attendance and input final grades and citizenship. Not only does this program allow for teachers to keep records, it also provides up-to-date student information as well as attendance and grade reports from other classes.

- The AERIES parent portal opened second semester of the 2010-2011 school year. This means that with an access code, parents may access teacher gradebooks to see their children's progress. Currently, a majority of teachers use the AERIES gradebook. Trudell Skinner, Blair's principal, would like *all* Blair teachers to use the gradebook and has offered additional support to those who are currently not onboard.
- As mentioned in Chapter One, the district has provided multiple after-school trainings in Data Director and AERIES.
- Bilingual parents receive the weekly "E-Blast" in Spanish. They also receive the Blair Blast, the weekly telephone communication tool used to inform families of upcoming Blair events, in Spanish.
- A Spanish-speaking translator speaks during the PTSA and ELAC meetings occurring the first Thursday of every month.
- Translators are present at the annual Financial Aid and Cash for College nights.
- Almost all written communications to be sent home to Blair families is provided in both English and Spanish.
- Student and parent translators were available at every Parent/Teacher conference night at the high school level.
- Many student celebrations occur regularly at Blair. In years passed, the Culture of Excellence assemblies give many awards to students. Some include: CST improvement awards, attendance awards, and quarterly assessment awards. This year, Blair has not had a Culture of Excellence assembly for high school students yet, but the middle school had their version earlier this year.
- The Women's Assistance League gives an award annually to a 8th grade female student with outstanding academics and citizenship.
- VIP Scholars awards are given to 6th, 7th, and 8th grade students twice a year for improvement in behavior.
- National Honor Society (NHS) and Black Student Union (BSU) give chords and sashes to wear at graduation every year.
- The Health Academy has an annual medallion ceremony awarding those students who meet and exceed their Health Academy requirements. Those awarded medallions wear them to graduation.
- The Health Academy also has Town Hall meetings four times a year. At these meetings, awards are given to students who have improved attendance, citizenship, and academics.
- Annually, the Puente program has a banquet in celebration of student achievement.
- JROTC has an annual awards ceremony where students receive their uniform medals and ribbons.
- JROTC also holds a monthly awards ceremony on the last Monday of the month. At that time, students are given earned awards and ribbons. They also recognize the top cadet for the month with a plaque and a promotion.

- In terms of students evaluating data, the Battalion S-3, a student, is responsible for preparing the training for the day based off of the AI (1SG Turner) training schedule which is published 1 year in advance. Based on how well the JROTC cadets are performing, this lead student prepares the weekly training schedule for classes with AI guidance. The Battalion Commander also has input on classes for the junior cadets. This training is driven and approved by JROTC's higher headquarters the 8th Brigade located at Monterey, CA.
- Many award recipients are posted on the Blair website, listed on the E-Blast, and mentioned on the weekly Blair Blast.
- College acceptance letters are posted on the wall near the Blair West main office.
- Middle School honor roll is posted quarterly near the Blair East main office.
- Fall, winter, and spring athletes are honored every year at a banquet; students receive awards and their varsity letters.
- The Newcomer Center holds an End-of-Year celebration for all its students where they hand out many awards, mainly the Reclassification certificates to those who reached English proficiency during the academic school year.

Growth Area 6: Blair staff will support post-secondary options for all students.

Summary

Blair has hired a part time career counselor. This counselor assists students with enrollment in ROP classes, career assessments, and vocational planning. Blair additionally purchased the *Choices* program. This computer-based program assists students by offering a career assessment, career inventories, related college majors, and information on preparation for specific careers. By the end of the tenth grade year, all students have been introduced to the program. Students have a user name and password and can access *Choices* from any internet connection.

Each Thursday, the "Lunch with a Pro" program brings in guest speakers from various occupations and careers to speak to students about their professional experiences and the background and skills necessary, including college major, to prepare for that particular profession.

The Blair Health Careers Academy, JROTC Program, and International Baccalaureate Program provide students with specific post-secondary focus.

The number of Blair students taking the SAT I has improved 28% in the last three years with average Math and Verbal scores rising. The number of Blair students completing UC 'A-G' requirements has also improved to 34% in the class of 2007.

The number of college representatives visiting Blair has increased and student access to their presentations has improved. Presentations are not offered throughout the school day and students are given information through the weekly "Boccia Blast" home contact and through the daily bulletin and announcements on how to sign up for these presentations.

Blair has added two college outreach programs from UCLA. Blair also works with outreach personnel from Pasadena City College (PCC) and Cal State LA. Recently Blair has begun inviting Alumni to return as speakers for assemblies and classroom presentations. Blair students participating in the Puente Program make three college visits a year. The Puente counselor meets

with parent groups to disseminate college information. All Blair seniors complete senior data sheets in the early fall to assist with college selection and scholarships.

Through the Health Careers Academy Blair has articulation agreements with PCC in chemistry and established a partnership with PCC for a concurrent enrollment class in on-line Biology.

PCC offers for credit courses in Theater Arts, Speech, and Psychology on Blair's campus in the afternoon and offers Blair students priority registration in those courses. Students in grades ten through twelve also take classes at PCC's main campus.

Blair also partners with the Step-Up to Writing program which offers an eight week program to develop a personal academic and career goal advancement to students at-risk of not graduating from high school. Blair students who are credit deficient or credit appropriate seniors who will not pass the CAHSEE in their senior year are referred to the PCC Community Education Center for high school diploma courses and /or CAHSEE prep.

Next Best Steps:

- Continue to provide and promote career awareness.
- Continue to provide and promote college and university awareness
- Continue to support and promote the Health Careers Academy and JROTC programs as venues for specific post-secondary awareness and skills.
- Continue to implement, develop, and refine the International Baccalaureate Middle Years Program and International Baccalaureate High School Diploma Programme to promote global citizenship and post-secondary opportunities.
- Develop and implement college and university awareness for students in Grade 7, 8, & 9.

Below, Blair elaborated on the "Next Best Steps," commenting specifically on how they have continued to implement these suggestions and, if possible, what they have done to improve upon them:

- Beginning in the 9th grade, the counseling department provides a career inventory program called "Choices." Students may access this program until the end of their senior year. They may take a career inventory and explore career opportunities.
- The Real Game California is designed for middle school students to explore their future through four areas: Quality of Life, Making a Living, Changes and Choices, and the Personal Journey. Training for teachers will occur in March 2011 and students will begin this computer program immediately following.
- Since 2006, middle school girls participate in the annual Girls Science Day at Pasadena City College where they work with scientists on hands-on experiments while learning about a variety of science careers.

- The Upward Bound program provides fundamental support to participants in their preparation for college entrance in the areas of math science. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree.
- The Johns Hopkins program is a summer enrichment program for high achieving middle school students.
- Educational Academic Outreach Program (EAOP) for UCLA prepares students in grades 9-12 for college by helping students fill out applications, taking college field trips, and making sure they are meeting their A-G requirements.
- Students in the Puente program take 2-3 field trips a year to colleges within California. Last year, they visited many colleges including those in Santa Barbara and San Diego.
- The College Access Plan (CAP) is an after school program that works with predominantly 11th and 12th grade students by providing them with the tools to get into college regardless of socioeconomic status, geographic status, or background.
- This year, Blair counselors organized a SAT practice exam in early April 2011. The test and one proctor was provided by Kaplan. A follow-up evening meeting was held several days later to report the results to students and their families.
- Foundation 44 started off as a program which helped 44 African-American students enter four-year colleges each with a brand new laptop. Now, Foundation 44 helps all students enter four-year universities. Many opportunities in career exploration, college essay support, and college application support are offered after school and funded through LEARNs.
- Special education students are given a transition plan in grades 8-12 special education. Within this plan, students are interviewed about their post-secondary goals, given career aptitude tests, interest inventories, personality inventories. After inventories are taken, students set goals and develop steps to achieve those goals which all relate to their academic IEP goals.
- Special education students can be a part of the WorkAbility Program which provides training and assistance in finding a job and sustaining employment. They also do local and semi-local community college tours.
- The JROTC program supports all subjects taught within the school classrooms as well as the additional classes sponsored by JROTC to prepare students for the post-secondary world. We have classes that range from map reading, land navigation through the physiological abilities of the brain.
- The Health Careers Pathways provides multiple guest speakers to inform students of the variety of careers within the Healthcare realm. Some speakers include those from Kaiser Permanente, Huntington Hospital, and Planned Parenthood

- Various Health Careers field trips are taken to various medical buildings, and colleges that offer degrees in the medical field.
- Health Careers internships are offered at a variety of local medical areas. Students volunteer at facilities including: Huntington Hospital, Pasadena Humane Society, Kaiser Permanente, and Planned Parenthood.
- The IBDP extended essay work days in the library help students understand the research paper writing process that they will use during college.

Changes since 2008

Since the last visit in the spring of 2008, many changes have occurred in terms of personnel, curriculum and instructional practices. These changes and additions to Blair's curriculum and instructional practices mentioned below have aided in the overall growth in CST and CAHSEE scores.

Personnel Changes

In 2007, Edward Diaz stepped in as Superintendent of Schools for the Pasadena Unified School District. With this appointment came a complete restructuring at the district office. With this change, came new systems at the school level including the Inquiry Process Protocol, Data Director, and AERIES. At Blair, Rich Boccia continued as principal until June 2010 when he accepted his own Superintendent appointment of the Mammoth Unified School District. Trudell Skinner, the Blair Assistant Principal of Curriculum and Instruction, became Principal beginning in the fall of 2010. With this transition came the hiring of two new Assistant Principals. Although the Assistant Principal of Curriculum and Instruction position has been the same person until this year, the Assistant Principal of Discipline has changed several times since 2008.

Changes in Curriculum and Instructional Practices

From High Point to Edge – ELD Intervention

As stated previously in Chapter Three, Edge is the new ELD intervention program adopted by the district. It replaced High Point. Edge provides a greater amount of writing and grammar, and well as a greater number of ancillaries to support the program. Assessments are given after every unit and uploaded to Data Director where teachers, administrators, and the LDRT can evaluate student progress.

The Newcomer Center

The Newcomer Center was added in 2008 to Blair for the entire Pasadena Unified School District. This program serves students who are new to the country (less than 12 months) in grades 6 – 12. Currently there are 49 students from eight different countries. Newcomer students receive their core subjects from a team of three teachers who support student learning

by scaffolding and SDAIE strategies.

The Focus on Literacy – Accelerated Reader, The Blair Book Club, and Blair Summer Reading

Literacy has always been important at Blair; however, several years ago, Blair staff decided to make it a priority. Below you will find an explanation of how Blair brought literacy to life for its students.

In fall 2007, the Blair English Language Arts department was dissatisfied with the slow upward crawl of the CST scores, especially with the number of our students in the below basic and far below basic performance levels. In the 2005, 2006, and 2007 testing years the CST ELA scores remained stagnant, growing a mere 1%. An analysis of CST questions revealed that a large portion of the test questions involved reading and reading comprehension. ELA staff knew that for students to want to do well on these tests and to help them attack these questions in a coherent manner, the students had to become better readers--the kind of readers that enjoyed reading and who were confident in their comprehension levels. The English department brooded over the need to bridge the structure and the enthusiasm for reading into a cohesive, relevant program where all stakeholders would participate. Staff, not only those in the English department, needed to change the reading culture at Blair High School. This needed to be a concerted school-wide effort.

Staff decided that the Accelerated Reading Program (AR). However, in order to create a greater impact, we needed to implement two additional components under the umbrella of Accelerated Reader: Summer Reading and The Blair Book Club--a monthly opportunity for exposure to relevant, meaningful literature. These three aspects in combination allowed for a complete paradigm shift in the culture of reading at Blair High School. Staff further anticipated a school climate where students found reading fun, and one in which students had options such as student book clubs, reading circles, and reading blogs.

While the Accelerated Reading program offers over 300,000 titles of books, in various comprehension levels, we were still faced with the problem of getting students to read for pleasure. We had to get students to read books that interested them and that they found relevant to their lives. The key was getting students to *want* to read. The Blair Book Club was instituted and melded with Accelerated Reader as the Culture of Reading practice. Thus, the Blair Culture of Reading program would help students overcome their reading deficiencies and raise their reading rates and comprehension levels with books that addressed current adolescent issues by blending contemporary literature with the classics. The practice also supports California's "25 books a year" and read two million words annually by the twelfth grade. AR, along with the Blair Book Club and summer reading, became known as the "Culture of Reading Program."

The Book Club books are sold for between \$5.00 and \$10.00 each in the library and during lunch time; these are the students' own books to keep. After students finish reading a book, they take a basic 10 or 15 question reading comprehension quiz. To earn the points, students must score at least 60% or higher on the book quiz. The program's software reports the progress to teachers and parents. If a pattern of under or over achievement occurs, the teacher adjusts future point goals via a web-based portal.

The Culture of Reading practice evolved significantly since its inception in 2007, when our Literacy Coach developed the Blair Book Club. The practice evolved most significantly when the ELA staff departmentally decided to compel students to read in order to earn twenty percent (20%) on their overall grade while reading books that they enjoyed. The Librarian, the Literacy Coach, and some staff hold book talks in the classrooms. Our Librarian works with a local area independent bookstore representative and our neighborhood public library Librarian, who periodically come to give day-long book presentations to students on newly published books for young adults. Book sales have become so popular that students buy books and loan them among themselves in order for more students to earn the quiz points and for their sheer interest.

The CST scores soared as seen in Chapter One. However, for some staff the more important and more satisfying data is the overall culture and climate of reading at Blair Middle and High Schools. Students have become eager to read new books. Our library has hardly been able to keep up with the demand. As indicated above, from 2007 to 2010 circulation rates soared by 627%. Our Accelerated Reading component of the Culture of Reading practice indicates that the number of comprehension quizzes taken by students in 2007 to 2010 increased by an astonishing rate of 1,294%.

If achievement is measured quantitatively, then CST results are significant. However, another measurement of achievement is measuring the school's overall reading culture and climate. As mentioned above, studies show that this form of achievement then translates into the kind of reader that reads more, that reads for pleasure and scores higher on standardized tests. Our library circulation data indicate that in 2001-02, before the Culture of Reading practice, circulation was 995. In 2007-08 it shot up to 3,662, and in 2009-10 it was 7,241. Additionally, in 2007-08, students took 531 Accelerated Reading quizzes; in 2008-09 students took 4,013 quizzes; in 2009-10, students took 7,402 quizzes. These data indicate that the practice has improved student achievement, and gains continue to increase. One reason for the increase is the Blair staff's ability to listen to students' needs; whether it be through the monitoring of checked out classroom books, library circulation records or through Book club sales.

The Focus on Math

When Blair's CST scores in mathematics for the 06-07 school year and the 07-08 school year remained flat at only 8% proficient overall, the need for a change in practice became obvious. The mathematics department began brainstorming immediately, discussing programs and

practices which might lead to improvement throughout the school, concerned not only with performance increases but with equity in distribution of the helps as well. All problem solving revolved around this essential fact: the dismal scores indicated a schoolwide problem which needed, at least in the initial phase, a schoolwide solution.

An initial area of concern, which was present throughout the two troublesome school years, was that Blair had chosen to shift to block scheduling – a move which, though beneficial in areas such as science, meant that students did not meet with their mathematics teachers daily. Common understanding regarding teacher-student face time in math indicated the detrimental effects of having fewer days together per week, and, on those days, having elongated single blocks of instructional time. Both had a negative impact on retention and processing, particularly for struggling or underperforming students.

Another concern was the concept of mastery. Large portions of the student body proved to be in need of remediation. All math courses are built upon knowledge supposedly gained in previous years – even years before entry into Blair, and Blair’s own math programs. Basic concepts needed to be retaught until true mastery allowed genuine forward progression. It was decided to embark upon the development of “Mastery-Based Instruction in Mathematics.” This was to be accomplished in a series of steps.

Step one of a shift in practice would have to involve some sort of schoolwide return to the concept of daily math exposure. It would need to specifically address the individual remediation needs of most of the student body, and prepare students for progression. Once this had been achieved, step two could narrow focus to foundational high school courses, especially Algebra 1 and Geometry, where a focus on mastery would lay groundwork for all higher level coursework.

A solution for the first step presented itself as the entire school wrestled with what should be done with a mandated daily “advisory” period. The math department proposed to create a focus for that segment of the scheduled day by dubbing it “Do the Math” and instituting individual growth and remediation through the Accelerated Math Program – a program which had proved its worth during use in one classroom the year before under a pilot program grant. To move the program into a schoolwide scenario would demand the buy-in of all Blair teachers, allowing small, class-sized groups to work on math daily, with nearly instant electronic feedback.

The second phase, instituted the following year – once Blair staff had voted to do away with block scheduling thereby relieving the concern over daily math seat time – was to work with the federally funded Institute for Research and Reform in Education on the Every Classroom Every Day Program in 9th and 10th grade Algebra 1 and Geometry. This program, which emphasizes mastery and offers significant inducements for individual student progress, continues in operation at Blair today.

Throughout both phases of the program, counselors and administrators concentrated on accurate placement of students in the correct math course for their skill levels (especially concentrating on the pivotal 9th and 10th grade years) utilizing previous CST scores as a guide. This focus also continues today. 67

To make this clear, it is necessary to break down this process into phases.

Phase One: Do the Math/Accelerated Math

This program was instituted near the start of the 08-09 school year. As organized, a portion of every student's math grade would include their participation in the Accelerated Math program during "Do the Math" advisory period. All Blair students were initially individually tested to determine the deficits in their mathematical understanding. The A.M. program then created individual worksheets, with culminating tests, for each student. As students took the objectively graded exams, new worksheets would be created accenting areas where there were still deficiencies as well as introducing materials to bring the student forward.

Tests and worksheets were graded using computer-connected grading scanners. Tutoring was available during "Do the Math" from math and some science teachers. All teachers monitored and proctored the "Do the Math" work periods, allowing for manageable class sizes and a certain amount of individual attention. Math teachers were assigned students in the lowest level of proficiency, to best meet their ongoing needs. Those students with greater proficiency were assigned out of the math department, with every teacher in the school taking on a section.

The increasingly unifying culture among faculty and staff at Blair, and the obvious need for remediation, led to nearly universal cooperation from the faculty and other stakeholders. The School Site Council paid for the A.M. registration. The school's physics teacher created an easy-to-follow Excel-based program allowing each teacher in the school to monitor his/her "Do the Math" class' individual participation. Administrators circulated through classrooms, reinforcing the atmosphere of seriousness as it related to the "Do the Math" period of the day.

In the development of "Do the Math," the Accelerated Math Program was used differently from the stated goals presented by the company which creates and markets that program. At Blair it became almost completely a remediation tool. As such it proved quite effective for general as well as targeted groups, beginning the process of closing the achievement gap as well as raising the overall scores of virtually all participants. In part due to the effectiveness of this program, the Blair faculty voted to abandon the block schedule in favor of having 6 classes a day, automatically returning mathematics to a part of each student's daily academic regimen.

Phase Two: Every Classroom Every Day

At the start of the 09-10 school year, following inquiry based on the Mastery-Based Instruction design model which had been created, the mathematics (and the English) department received

word that Blair, along with one other district high school, had been selected to participate in the Every Classroom Every Day program. For math, this research-based program would officially focus on the pivotal 9th and 10th grade years, specifically Algebra 1 and Geometry courses. This would be in line with the initial Mastery-Based Instruction plan. Since students at Blair are grouped for math based on skill level rather than grade level, ECED became available to all students in those two courses, regardless of age. This program continues to be a factor at Blair to the present day.

In ECED benchmark skills are taught in small clusters aimed at very specific benchmark exams followed by a capstone exam which includes 2 or 3 specific benchmark skills. Students therefore have four chances to pass two tests, indicating they have conquered a particular benchmark twice. Students' passing percentages are posted in their math classrooms, and anyone scoring below 70% receives an "I" or "incomplete" as a grade. Indeed, there is no "D" grade. By the end of the semester, a student's grade is either a C or above, or the student fails.

Instituted along with this rigorous, test-based program is the "Benchmark Café," a tutoring center open before school, at lunch, and after school. Blair's math teachers rotate manning the Café, which provides tutoring for all students in ECED (and a few others besides, who come to ask for help). To aid helping students – often students from classes other than one's own – teachers are provided with printouts of each student's grades on particular standards. As a result, tutoring is targeted and effective. Students take responsibility for raising their own grades, and can trace their progress by following their grades posted on the wall.

Also included in ECED is specific training for the teachers involved on instructional strategies to address the issues raised by benchmark test scores. Praised by the department as being "for math people, by math people" these trainings have also helped to bolster best practices in improving Blair students' overall math skills, and offered specific helps to those manning the "Benchmark Café" hours.

Teachers at Blair have modified the program to meet the needs of those whose IEPs demand specific modifications in style, content or pacing. The feedback from students and teachers for the general concept of the program has been positive, though all involved professionals discuss it as a "living program" still be honed and adapted to make it as effective as possible. One great positive is the egalitarian nature of the benchmark tests, which prepare students for objective test-taking in math on such things as the CAHSEE, the PSATs, the SATs and the ACTs, and the equally egalitarian nature of the tutoring. As a result, all groups – including those traditionally underserved – have an equal chance of improvement.

The focus of all phases of Mastery-Based Instruction was to change the culture of Blair from one in which it was okay to be generally unsuccessful in math (or to assume all math classes could be made up in summer school – an option no longer present) to one where students challenged themselves to succeed, and were given the tools to do so. Along with the practices mentioned

above, practice CAHSEE exams were given to 10th graders, and the results discussed with parents at parent-teacher conference nights, creating greater parent buy-in to the major shifts in mathematics instruction and their own student's potential success in the subject area.

These practices showed results. The easiest statistic to use in tracking the success of the multi-phase Mastery-Based Instruction initiative in the mathematics department is the rise in CST scores. In the first year of implementation (the year of "Do the Math") scores rose by nearly 100%, from 8% proficient or above to 15% proficient or above. The following year, where the overall rise in mastery was enhanced by ECED, the score rose from 15% to 23% - a nearly 200% rise in two years' time. Interestingly, there has also been a rise in the CST scores for science courses where math is an integral component, ie: chemistry and physics.

API scores for Blair also rose. In 2010, the AA API score was 731 (a 52 point growth), and the HI API was 732 (a 79 point growth). More impressively, the achievement gap was closed considerably, as the Socio Economic Disadvantaged API score hit 734 (an 81 point growth: surprisingly, a rate of improvement higher than that of the school overall) and the API for English Learners reached 663 (an 88 point growth).

Two major positive things which have also grown from this focus on improvement in mathematics are not a matter for statistics, but equally valuable. First, students, parents and teachers have been empowered with the idea that change is possible and worth their attention. Secondly, Blair's faculty has displayed a cultural willingness to work together to achieve an important, definable goal. As one member of the mathematics department put it, "The Blair culture played a part in all of this, as teachers – even non-math teachers in the case of "Do the Math" – were willing to do what's best for kids even if it took them outside their comfort zones." Only good can come from the affirmation of this cultural framework.

ECED will continue at Blair, complimented by a potential return of Accelerated Math. The work has been rewarded, but the improvements can continue. As the math department members are quick to point out, this entire project – as with the ECED component – is a living concept being continuously adapted to better meet the needs of our diverse Blair population.

CHAPTER FOUR: *SELF-STUDY FINDINGS*

Category A: Organization Criterion: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Summary of Findings:

Blair High School (BHS) became an authorized International Baccalaureate Middle Years Program (IBMYP) school in 2002 and an authorized Intentional Baccalaureate Diploma Program (IBDP) school in 2005. As a result, Blair aims to uphold the mission of the International Baccalaureate Organization (IBO). The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

The Pasadena Unified School District (PUSD) embarked on a strategic plan process during 2009-2010 school year. More than 800 parents, students, faith-based leaders, members of community organizations, business representatives and other stakeholders participated in focus group and forum discussions to develop a vision of the future for PUSD students and schools. As a result, the PUSD adopted the following Vision: We are the internationally recognized leader in public education. We have marshaled the vast resources and assets of our region to engage students in broad-based, world-class, relevant educational experiences. All students graduate prepared for college and career success and to contribute to our democratic society.

One of the major goals of this process was to align the Vision, Purpose, and ESLRs of BHS with the district-wide Strategic Plan for continual improvement. All stakeholders participated through focus/home groups in reviewing the previous Expected Schoolwide Learning Results (ESLRs), Vision Statement, District's Strategic Plan, District's Vision and Mission Statements. It was determined based upon school data that ESLRs needed to be revised to reflect the current needs of the students. There was also a need to make the ESLRs measurable.

The staff was introduced to the PUSD Strategic Plan during “A” Monday Professional Development Days. The staff prioritized the areas of focus by consensus. The staff also discussed ways to inform the greater community, parents and students, about the district’s strategic plan and Blair’s areas of focus and priority. Barriers were discussed and resolutions were presented.

To enhance awareness of the ESLRs, the acronym “BLAIR” was adopted to summarize the expected school-wide learning results. Through this process, certificated and classified staff, involved students, parents and community members to become highly aware of the vision statement and Expected School-wide Learning Results. Aside from the generation of our school’s vision and ESLRs there are several ongoing programs that exemplify the dedication of our school community to success for all students. In order to align Blair’s vision with that of the district’s, the staff reviewed the vision statement and presented a revised version.

Blair’s Vision Statement (2007 - 2010 school year)

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

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

Blair’s Vision Statement (Revised 2010)

Blair, an International Baccalaureate authorized school, has a shared commitment to learning, cooperation, tolerance and self-discipline. All students are responsible participants and contributors in our culturally diverse, democratic society. All students are prepared for success in post-secondary options such as college, technical or career.

A2. To what extent does the governing board a) have policies and by-laws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school: b) delegate implementation of these policies to the professional staff and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Governing Board

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

The seven member governing board is elected through a citywide vote. The board elects its own president and vice-president annually. The board meets on the second and fourth Tuesdays of each month. The board also holds various study sessions and ad hoc meetings throughout the year. At least one High school student from each of the four PUSD schools are board members and participate in board meetings. They inform the board and public on issues and events relevant to their school. The board policies and minutes of meetings can be accessed online on the district website. Board meetings are televised on a local cable channel. Members of the school community regularly attend and speak during board meetings. BHS is very fortunate to have a very active parent community through the School Site Council (SSC), the PTSA and various boosters. The School Site Council (SSC) is the school's governing board and has developed a School Improvement Plan (SIP). The SIP requires that membership include broad representation of parents, students, and staff. Parents and students were also involved in the WASC process through their participation in Focus Groups.

Both governing board and staff understand their respective roles. The board sets policy and directs the Superintendent, who in turn directs staff to oversee and implement the policies. District staff members oversee and monitor the site staff. Site administrators ensure that the curriculum aligns with the school and district Vision, school ESLRs, and District policies. The board annually reviews and approves the single school-wide action plan.

These specifics are clearly defined in the By-laws of the SSC. Ref. The following Articles: Article I Role of Council; Article III Members, Section 1 Size and Composition; Article IV Officers, Sections 1-7; and Article VI Meetings of the School Site Council, Section 1 Regular Meetings.

The board has adopted some strategic priorities. PUSD will sustain its focus on improving student achievement, incorporating rigor, relevance and relationships into learning, and increasing organizational effectiveness. We will implement current initiatives effectively, use data to continuously improve performance and align to best practices, operate with a sense of urgency, and invest in training to expand the capacity of staff and stakeholders, and partner with families, community and businesses to improve student outcomes:

Powerful Instruction: Middle and High School Reform, Closing the achievement gap, High expectations for all

Outstanding Staff: Continuous professional development, Individual accountability and responsibility, on going coaching and support

Quality Learning Environment: High quality facilities, Safe, orderly and secure schools, Caring, respectful culture

High Performing, Accountable Organization: Fiscal stability. Comprehensive accountability system, Effective informational and instructional technology, Responsive and efficient service

Meaningful Collaboration and Partnerships: Timely, Accessible Communication, Focus on Parent and Student Engagement, Strategic Community Partnerships

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Parent Engagement: Strong communication and relationships between parents/guardians and schools, Diversified opportunities for parent/guardian involvement, Proactive engagement in students' academic and personal growth.

The site staff participated in “A” Monday professional development activities in studying the priorities to determining how best to implement them at the school.

Instructional Leadership Team

The Instructional Leadership Team (ILT) is comprised of administrators, department chairpersons, math and literacy coaches, IB coordinators, a counselor, and Language Development Resource Teacher (LDRT). ILT is organized so that they have shared decision-making. On Blair's campus, this takes shape in the following ways: (1) the instructional leadership team makes decisions regarding curricular implementation and professional development needs and (2) the school site council, comprised of the principal, four teachers, a classified staff member, three parents, and a student, which approve financial purchases that are aligned with Blair's single plan for student achievement.

Single Plan for Student Achievement

The Single Plan for Student Achievement is updated each year. Departments analyze assessment data in order to write student achievement goals. The plan is approved by the School Site Council with input from the English Learner Advisory Committee. The plan is monitored and approved by the school board. Monitoring of goals involve analyzing data through Data Director. The District Common Assessment data is also uploaded to Data Director to monitor progress in reaching benchmarks. The responsibility of the School Site Council is to monitor progress toward achievement goals and to ensure expenditures are aligned with the goals.

Relationship of Governance to Vision and ESLRs

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

The SSC policies support the school's ESLRs by approving funding for school social events that promote the school's vision, policies, academy and IB programs, and expected schoolwide learning results utilizing statistical data.

Understanding Role of Governing Board

To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?

The school community is invited to volunteer by serving on any number of school committees and/or sub-committees (i.e., ELAC, PTSA, S.S.C., Boosters, etc.) Information is disseminated to our school community via the school's webpage, weekly phone and e-blasts, and quarterly mailings.

Blair's School Site Council serves as the school community's representative body for:

- Determining the focus of the school's academic instructional program, known as the "Single Plan".
- Deciding how to spend certain funding that the school receives each year. This includes funds used for school improvements, students that are learning English, library, sports, counseling, computers, supplies and other purposes.
- The Council often discusses other issues of concern at the school as well.

The School Site Council includes teachers, the principal, non-teaching staff, parents, community members and students. These members are elected by the groups they represent. The Council meets on the first Thursday of each month at 3:30 pm., in the Blair library or the Family Resource Center. Members of the school community and the public are welcome at all meetings.

Governing Board's Involvement in Review/Refinement

How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?

The governing board conducts periodic reviews with the Principal, faculty, staff, and students in an effort to evaluate the implementation and effectiveness of the School Improvement Plan (SIP). Modifications or improvement to the plan shall be developed, recommended and voted upon.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

Blair School has a School Site Council that is responsible for monitoring and allocating resources at the school site in order to support the expected schoolwide learning results. It is composed of one student, the Principal, four teachers, two community members, one classified personnel and three parents. The teachers are elected by teachers at the school, the other school personnel are elected by other school personnel at the school, the parents/community members are elected by parents of pupils attending the school, and the students are selected/elected by pupils attending the school.

The Instructional Leadership Team has come up with a number of action plans in order to bring the school's focus into alignment with the expected schoolwide learning results. These plans are consistent with the current learning needs and goals of the school and of the district. The major areas of focus for these plans for 2010/2011 are ELA, Math, Closing the Achievement Gap (especially regarding ELs) and CAHSEE passing rates for all students. The departments analyze data in these areas, especially CST results and results on the district quarterly assessments, to determine which areas need more support. They then provide the School Site Council with their recommendations and plans they will implement based on these findings.

The current improvement plans were created from an analysis of the current school data, where the Instructional Leadership Team found significant areas for improvement. In order to support these goals, programs such as the International Baccalaureate Middle Years Programme (which supports all content areas), Accelerated Reader (in order to improve ELA and overall reading comprehension) and ECED (which supports both Math and ELA) have been implemented. The financial outlays for the trainings and materials have been allocated from the fiscal budget for the school and grants that have been given specifically for the purpose of implementing these programs. The process of developing and implementing the Single Plan for Student Achievement is broad-based, collaborative and has a commitment to all shareholders.

In addition to these specific financial allocations, the time and resources of the certificated personnel have been allocated to improve student achievement throughout the year. These take the form of department meetings twice a month, for the social sciences. For the math department, there is after school tutoring available every day before school, during lunch and after school. For both Math and ELA, there are numerous trainings that the staff attends in order to monitor and improve their practice and implementation of the ECED program.

There is a significant need for improvement in the English Learner population especially with regards to the long-term English learners (who have been in the country for five years or longer). The goal to have many more of them test at the Early Advanced proficiency level will require implementation of Individual Learning Plans for each English Learner. In addition, students were given a CELDT practice test for the first time this school year. The results of CELDT practice test are used to identify the specific area(s) of need for each EL. Long-term ELs and RFEPs that do not show proficiency in CSTs also engage in CAHSEE practice. For students that do not show improvement in grades and CSTs after reclassifying, interventions are implemented. A letter is sent home, SSTs are scheduled and teachers tutor students after school.

In the 2009/2010 school year, the district supported a 60-day plan for 8th grade ELs to assist in raising the proficiency level on the CSTs. The curriculum focuses on the key skills in ELA for the CSTs. The ELs showed improvement as a result of this intervention. This 60-day plan is being implemented with 8th grade students during this school year.

ELAC meetings are held to ensure that parents receive information and understand how to best support their students. Parent participation is encouraged and sought out as much as possible. ELAC meetings are held monthly. Childcare is provided.

In order to meet the needs of the English Learners, the LDRT and General Ed teachers need to be adequately trained, especially in SDAIE strategies, in order to implement effective lesson plans and provide adequate scaffolding for student support. The ELA department specifically meets and discusses intervention plans to be provided during school hours. Besides Accelerated Reader, which has been implemented for all EL and R-FEP students, there is the use of the ESL Reading Smart Program, which is being implemented in the Newcomer Center.

During Back to School night, time has been provided for middle school parents to schedule a conference with counselors and teachers. This was previously done on Staff Development days in November. Due to budget cuts and furlough days, those staff development days are no longer available. In 2010/11, the conferences were done during A/B Mondays; conference periods for teachers; and before/after school. The middle school staff utilized Google calendar to set up conferences.

For those students who are in danger of failing, or found to be at risk for falling significantly behind in credits needed to graduate, there are plans implemented for the middle school as well as the high school. In middle school, letters are sent out after ten week grades. With eighth graders, a letter is sent home at the beginning of the school year on whether they are behind in units in order to be eligible for promotion. Promotion status is updated at the end of the first semester. After each ten weeks, deficiency letters are sent home. In order to promote achievement, grade-level assemblies are held every quarter where students are honored for academics, whether for achievement or significant improvement in grades.

Students are provided with information regarding their performance on grades and tests through Culture of Excellence assemblies at both the Middle School and High School levels.

Senior conferences are held at the beginning of each school year. Some students receive certified letters at the end of first semester regarding graduation status. Parent-teacher conferences are set up on an ongoing basis and there is constant communication throughout the year on students' grades through printouts in the counseling office or through the newly opened Aeries Parent Portals that parents can check on a regular basis.

Four year high school plans are developed for ninth graders as well as conferences scheduled with students who score Below Basic and Far Below Basic in Math and ELA on CSTs. Letters are sent home to invite parents. Several attempts are made in order to get parents to be present at these meetings.

Students are required to fill out eligibility forms for school-sponsored activities (field trips, athletics, fine arts, and clubs). Students who have more than two failing academic or

unsatisfactory citizenship grades are not allowed to participate in activities until they have shown improvement. Reports are pulled and SSTs are scheduled for students that are struggling throughout the year, especially those receiving D, F and I grades. Administrators divide up the responsibilities of ensuring these SSTs occur. These interventions are directly aligned with the Expected Schoolwide Learning Results in order to ensure all students are meeting the Blair goals.

The main intervention for Algebra and Geometry is the Benchmark Café, which was initiated in the 2009/10 school year and continued with even greater success this year. Interventions are available before school, during lunch and after school. Students come for tutoring and to retake assessments to demonstrate mastery in particular standards. Math teachers will still do tutoring in their own classrooms.

Every Classroom Every Day (ECED) was implemented in Math and 9th/10th Grade English in 2009/10. The professional development component includes quarterly site visits, where Blair and Marshall teachers work with facilitators from IRRE. Some of the sessions have included: examining data from mastery charts, engagement strategies, differentiation strategies, informal assessments, and developing lesson plans using lesson refining and lesson tuning protocols.

The Math and ELA coaches help strengthen teacher practices through classroom visits, reflective questioning, one-on-one and department discussions. Assistance is provided for planning and implementing effective teaching practices.

The Special Education department has implemented a system in order to monitor and provide assistance to all of the students with special needs at our school. They monitor student progress on student's IEPs, make adjustments when they need them. They provide intervention to help the students achieve these goals. General education teachers are required to make modifications to students in their classrooms for students with IEPs, as well as monitor progress as far as goals for students in their content area.

In 2010/11, Blair implemented a co-teaching model in Algebra 1 and 10th Grade English. This involves a Special Education teacher and a General Education teacher working together in order to better support and provide instruction for students. Some of the students have identified disabilities and others do not. The Special Education staff works closely with the General Education teachers in supporting students with disabilities. In addition, there is a learning lab on the high school side where students receive additional support in the core academic subjects.

In order to improve ELA scores and increase literacy rates, the librarian and ELA teachers have utilized Accelerated Reader. Students take a test to determine their reading level. Students read books at or above that level and take a reading comprehension test. The Librarian and teachers work very hard to secure books students are interested in reading.

But the unique component at Blair School has been the Book Talks. The librarian and ELA teachers will suggest books to the students that they have found to be interesting to read. These books will be available for the students to purchase at a discounted rate. This Book Talk initiative is funded mainly through the Pasadena Educational Foundation, but also receives grants from Sunrise Rotary and Parent Teacher Student Association. The discounted price charged for books is reinvested in more books. Teacher donations to the book club will also increase the pool of books available for the students to read.

These book talks have had a dramatic effect on student literacy, increased desire to learn through reading, improved student's overall knowledge of ELA grammar and vocabulary and have helped contribute to the significant increase in CAHSEE passage rates, as well as ELA CST scores. They exemplify our Expected Schoolwide Learning Results and have become a core element in the implementation of both ELA goals as well as English Learner intervention. By having students motivated to choose books and read them as part of their ELA grades, they are involved in purposeful goal-setting.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Qualified staff members facilitate student achievement in a variety of ways. Teachers build their professional skills and concepts through active participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In the 2009-10 school year staff development topics included: new textbook curriculum training for math and science teachers, technology training to effectively acquire and analyze data, "Step Up to Writing" strategies across disciplines, classroom management techniques & how to plan lessons within a block schedule. Other professional development opportunities addressed how to meet the needs of GATE students and how to incorporate the concept of learning centers into the classroom. Cooperative learning, differentiation for special education students, fitness testing, SDAIE strategies, algebraic thinking and grant writing have all been subjects of various professional development meetings the Blair staff have participated in over the last few years. Although many professional development opportunities have been offered, the Blair staff still feels that additional training is necessary to continue growing as professional educators.

For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review (PAR) program and/or the Beginning Teacher Support and Assessment (BTSA) program. The PAR program was developed to assist teachers whose bi-annual personnel reviews were not satisfactory. Assistance and support are provided by exemplary teachers and includes subject matter knowledge and teaching strategies. Implementing PAR requires sustained collaboration between the district and teachers' union and relies on the PAR

panel as a forum where labor and management work together to build a common sense of purpose.

BTSA is a state-funded program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) designed to support the professional development of newly-credentialed teachers and to fulfill the requirements for the California Clear Multiple and Single Subjects Credential. This program provides formative assessment, individualized support and advanced content for inexperienced educators.

The BTSA Induction program's purpose and objectives are to:

- provide an effective transition into the teaching career for first and second year teachers in California.
- increase student academic performance through training, information, and assistance for participating teachers.
- enable beginning teachers to be effective working with students who are culturally, linguistically and academically diverse
- ensure the professional success and retention of new teachers.
- ensure that an education professional provides intensive, individualized support and assistance to each participating teacher.
- ensure that an individual induction plan is in place and is based on an ongoing assessment of each beginning teacher as he/she develops in the profession.
- ensure continuous program improvement through ongoing research, development, and evaluation.

In terms of curriculum and lesson planning, some middle school staff and Health Careers Academy teachers share a common planning time at which they can collaborate and align their teaching. High school teachers working outside of the ECED curriculum, would appreciate more common planning time to work together.

Once inside the classroom, teachers facilitate student achievement by employing a variety of strategies. A common expectation for all teachers is to have a daily white board configuration (WBC) that entails a listing of the Do Now, Aim, Steps and Daily Activities for each lesson. This practice encourages students to be able to identify daily expectations and to take some ownership of their learning. Teachers are also expected to follow California State Content

Standards for their grade level and subject area. Along with pacing guides supplied by the district and monitored by each department, teachers are aware of their classes' engagement, alignment and rigor.

Employment Policies/Practices and Qualifications of Staff

Blair school along with the Pasadena Unified School District's (PUSD) Human Resources Department is committed to recruiting, hiring, developing and retaining highly qualified individuals to meet the educational goals and aspirations of our diverse student population. PUSD uses the EdJoin online recruitment system for all certificated positions and the NEOGOV-Insight online application system for all classified (non-teaching) positions. Recruitment and selection procedures include assessment of the district's needs for specific skills knowledge and abilities and the development of job descriptions that accurately describe all essential and marginal functions and duties of each position. Applications are completed and submitted online, and can be saved and used to apply for more than one open position. Online applications are stored on a secure site, and only authorized employees have access to the information submitted. The applicant is able to attach required documentation to their profile such as, college transcripts, resume and credentials. Incomplete or inaccurate information will disqualify the applicant and resumes are not accepted in lieu of completing an online application.

These screening procedures attempt to identify the best possible candidates to invite for an interview. During interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. Inquiries to assure employment eligibility shall be made in accordance with Board policy and administrative regulation.

In the 2009-2010 school year, the Blair staff consisted of forty four "highly qualified" teachers who met all credential requirements in accordance with State of California guidelines. The table below indicates teacher misassignments, which reflects the number of placements within the school in which the certificated teacher or services employee (including positions that involve teaching English learners) did not hold a legally recognized certificate or credential. The teacher vacancies in the table below reflect the number of positions in which a single designated certificated employee was not assigned at the beginning of the year for an entire semester or year.

Teacher Credential Status				
	School			
	07-08	08-09	09-10	10-11
Fully Credentialed	51	49	44	

Without Full Credentials	8	9	1	
Working Outside Subject	4	1	1	
Misassignments/Vacancies				
		08-09	09-10	10-11
Misassignments of Teachers of English Learners		4	2	2
Misassignments of Teachers (other)		1	0	0
Total Misassignments of Teachers		5	2	2
Vacant Teacher Positions		1	0	4

Highly Qualified Teachers

The Federal “No Child Left Behind Act” requires that all teachers in core subject areas meet certain requirements in order to be considered “Highly Qualified.” The minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

2009-2010 NCLB Compliant Teachers:

% of Core Academic Courses Taught By NCLB Compliant Teachers:

- School 97.6%
- District 99.5%

% of Core Academic Courses Taught By Non-NCLB Compliant Teachers:

- School 2.4%
- District 0.5%

Maximum Use of Staff Expertise

How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

Aside from employment policies and practices that ensure recruitment and retention of a qualified staff, administrators can also research their employees’ supplemental credentials online

at the California Commission on Teacher Credentialing website. Sometimes an administrator will identify a staff member who is teaching English but also holds a supplemental music or art credential. In this scenario, an administrator can maximize their staff members' expertise by using them in more than one discipline, which in some cases may streamline the number of staff members needed.

Defining and Understanding Practices/Relationships

Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Faculty written policies, charts and handbooks are available to Blair School employees in many places including, the district office, online and at the school site. Operational practices such as custodial support forms, safety and evacuation plans and bulletin announcement slips are clearly available to staff in the main office. The Policies, Regulations, and Bylaws are accessible through the PUSD website as follows:

Philosophy, Goals, Objectives & Comprehensive Plans	Series 0000
Community Relations	Series 1000
Administration	Series 2000
Business & Non-instructional Operations	Series 3000
Personnel	Series 4000-4999
Students	Series 5000-5999
Instruction	Series 6000-6999
New Construction	Series 7000
Bylaws of the Board	Series 9000

Additionally, union contracts on the agreement between the board of education of the PUSD and the United Teachers of Pasadena/CTA/NEA are available in several places such as, from our school site's union representative, online at the United Teachers of Pasadena and PUSD website, in the Principal's office, and at the district office. Currently the district is printing a limited number of copies, but the goal is to go green. There is a classified employee handbook available to the classified staff at the district office as well. The education codes (Ed Code) from the

California Department of Education is accessible to faculty/staff via their website. The district also provides many pamphlets and handbooks such as a Parents' Guide to Schools, which includes Blair School information and is available to faculty/staff and families in the Family Resource Center (FRC) on the Blair School campus.

In terms of staff /leadership relations, Blair School has a collegial staff that enjoys working collaboratively. This culture has enabled all stakeholders to work together toward an impressive 69 point gain in API. The roles are clearly defined and accepted and there is not much ambiguity in each team member's responsibilities.

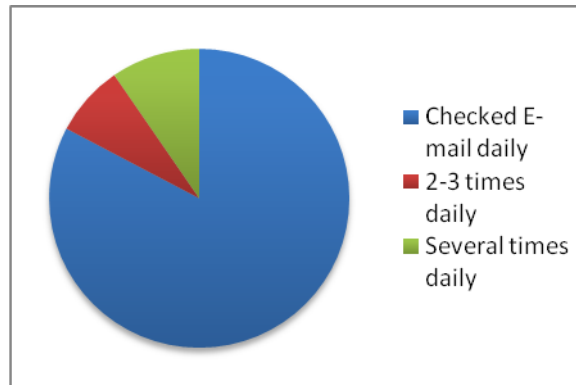
Internal Communication and Planning

The school has effective existing structures for internal communication, planning, and resolving differences.

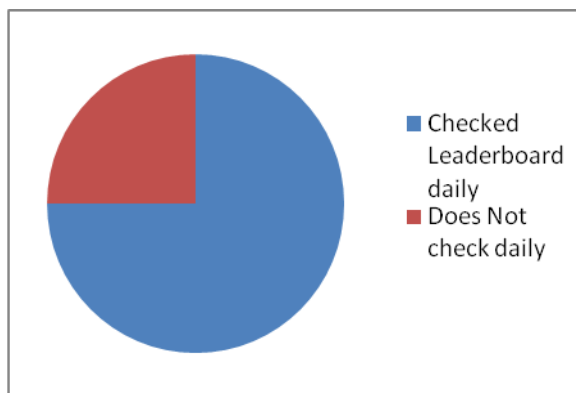
There are many internal communications made on a weekly basis. Blair has daily announcements made via a new phone system which broadcasts into each classroom during second period four times a week. These announcements are read by students of the Associated Student Body and by staff. These announcements are also emailed to all staff daily and some are also posted on our Blair school website. Once a week on Sundays, there is a weekly bulletin emailed to all staff outlining the upcoming week's daily events. There is also a weekly email blast sent to all staff and Blair families that highlights the week's special events, schedules and celebrations. Every morning the Principal posts the Leader Board which often includes an inspirational quote of the day, any special events and all scheduled meetings such as: SST's, IEP's, and 504's. Notices of these meetings are also placed in teachers' mail boxes. "Blackboard-Connected" is a phone blast program that sometimes includes Spanish interpretations, to keep families informed of upcoming activities, weekly schedule and any special announcements. Google calendars are utilized by the middle school staff for parent/teacher conferences, as well as by counselors, IEP teams, and the Health Careers Academy.

The Staff/faculty was given a survey during an "A" PD Monday regarding staff/faculty input of Blair's existing Internal Communication. They stated said that they do attend the "A" Monday Professional Development (PD) meetings and if they cannot attend, they said that they obtain the PD information by reading the agenda handouts to be informed of the PD missed.

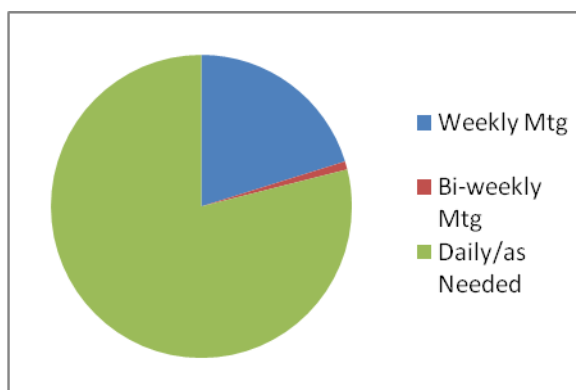
Additionally, the following is regarding E-mail accounts and usage. The Blair staff and faculty surveyed said that they do have a PUSD GroupWise e-mail account and use it as follows:



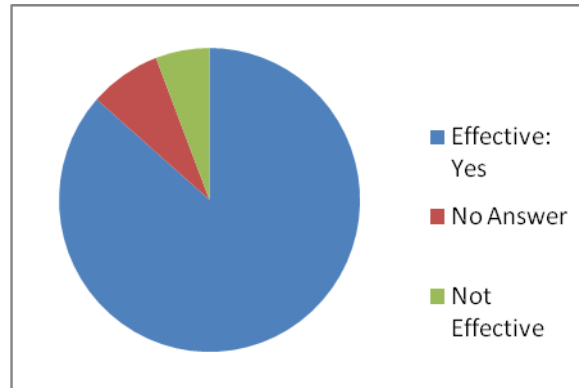
The “Leader Board” on the other hand, which has the daily school agenda in the Blair West main office and any additional information as to the day’s special events, are to be checked in the morning before the start of the day. The staff survey during the same “A” PD Monday had the following results:



The following graph displays the amount of time that faculty members say they meet with their immediate supervisor:

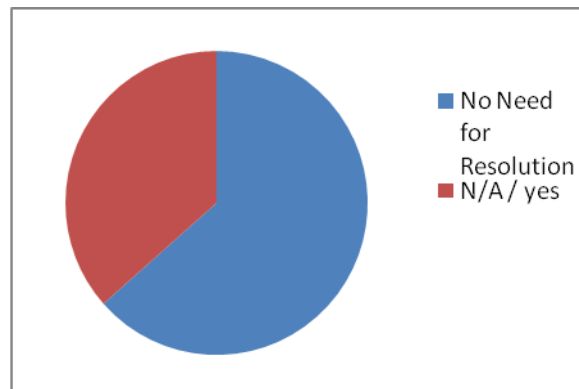


The faculty had various comments on how effective the time spent with their immediate supervisor was.



Some faculty comments made were: the time spent is good, supervisor is open to communication and has an open door policy, and time spent is excellent. Other comments include that sometimes there is miscommunication which lead to a delay in actions/solutions. The remaining comments said it was good to excellent, and that it achieves its purpose.

For resolving differences, a question was presented to the faculty asking them if they have ever had to resolve differences between faculty and staff.



The few that said yes said that they resolved it by either going to the principal, a union representative, a colleague, immediate supervisor, psychological services, and/or that it was resolved within the department. Other comments include that there are district guidelines with regard to conflict resolution in place. Having said that, there are procedures in place to resolve differences; an Agreement handbook between the Board of Education of the PUSD and United Teachers of Pasadena/CTA/NEA, is available through our Union Representative as well as the district office. The purpose of these procedures is to secure, at the lowest possible administrative level, equitable solutions.

Lastly, the faculty and staff was asked to name the committees they were aware of, the following was replied: Safety, ASB, SSC, Boosters, Social Committee, WASC, ELAC, Music/PA Booster, PTSA, ILT, Dress code, Design Team, School Site, UTP, and Hospitality.

Staff Actions/Accountability to Support Learning

The Instructional Leadership Team which meets twice a month with the Principal, is a core group of department chairs and academic coaches who share responsibilities, actions and accountability to support student learning by representing their various departments and then disseminating vital information to their staff. This system evokes a sense of strong collegiality and shared leadership whereby stakeholders are involved in the decision making process.

The Math and English Language Arts coaches work regularly with their staff to encourage improvement and offer innovations to garner stronger academic results from the student body. The coaches themselves attend intensive trainings allowing them to be better coaches to their staff. The approach is non-confrontational and generative which is highly affective for staff and students.

The parent conference night held in the gym in November, 2010 was an innovative and highly successful event at which all but two departments were represented. The staff was involved in the responsibility of planning this evening and implementing the logistics. Face time with parents and guardians was appreciated as it led to greater student and teacher accountability. Faculty was able to discuss student data in regards to standardized tests, Accelerated Reader and basic homework proficiency rates. Blair staff is in favor of doing this event again.

Job shadowing has occurred most recently in the Health Careers Academy where two teachers attended a Connect Ed training opportunity, at which they were paired with corporate and non-profit community business partners to explore job shadowing experiences. Each teacher was transported by car to, in this case, Planned Parenthood and Huntington Hospital, where they worked one on one with employees at their jobsites. Teachers were afforded the chance to ask questions and learn about employment at these sites. The intention is that, as HCA teachers, they would then be able to come back to their school campuses and share first-hand knowledge about some of the internship opportunities available to students, as well as, some valuable skill sets students may want to acquire in order to be more marketable and successful in a career.

The Every Classroom Everyday (ECED) two-year research project (a non-profit organization brought to Blair in fall 2009) was designed to help struggling schools develop more engaging and rigorous curriculum for students. So another way the school evaluated the effectiveness of this process was to observe other teachers at another PUSDs school, namely Marshal Fundamental School who is also currently using the ECED program. Through the ECED program, teachers have several opportunities for mentoring, coaching and observation of best practices to improve teaching in their own classrooms.

For additional support in their profession and to clear their credential, teachers enlist in the district's Beginning Teacher Support and Assessment (BTSA), which is a two-year mentorship program. The district also offers the Peer Assistance and Support (PAS) program where teachers work with a mentor one-on-one. Both of these opportunities provide mentorship for those teachers looking for more personalized support in the areas of curriculum development and planning, classroom management, and assessment strategies.

Evaluation of Existing Processes

Blair Instructional Leadership team (ILT), which is comprised of administrators, department chairpersons, math and literacy coaches, IB coordinator, a counselor, and Language Development Resource Teacher (LDRT), is organized so that they share decision-making. The ILT meets every two weeks to review and discuss strategies for academic success for all students to meet exceptional gains in student achievement. The instructional leadership team makes decisions regarding curricular implementation and professional development needs while the school site council, which is comprised of our principal, four teachers, a classified staff member, three parents, and a student, approve financial purchases that are aligned with the Single Plan for Student Achievement (SPSA). The ILT works on the Single Plan each year, which states allocated funds needed, which is important for reviewing the existing processes and focus on student learning. The SPSA is updated each year. Departments analyze assessment data in order to write student achievement goals. The plan is approved by the School Site Council with input from the English Learner Advisory Committee. The plan is also monitored and approved by the school board. Monitoring of goals involve analyzing data through Data Director. The District Common Assessment data is also uploaded to Data Director to monitor progress in reaching benchmarks. The responsibility of the School Site Council is to monitor progress toward achievement goals and to ensure expenditures are aligned with the goals.

Blair's ILT looks at data from testing, uses the Inquiry Protocol Process (IPP) by department, looks at trends in data, and makes focus goals for improving student progress. Along with the IPP, data was reviewed on students who were on the border line, of moving up one band on CST scores, proficient, etc. ILT also shares out by department any struggles and successes, and brainstorms solutions and reinforces the positive work that occurs.

The ILT also looks to see if gains are achieved e.g., according to the Accountability Progress Report (APR) released by the California Department of Education, Blair led the high schools in 2009 with a 35-point Academic Performance Index (API) increase. Additionally, the Actual API change for 2009-2010 was up 68 points bringing Blair's new API to 754.

Although we met AYP in all areas, the ILT continues to discuss and review data, showing that meeting proficiency targets among specific student sub-groups such as students with disabilities (SWD) and English Learners, will require more focus in the coming year. The school missed some proficiency targets for African Americans, Hispanics, English Learners, socio-

economically disadvantaged students, and SWD, so focus will be intensified on strategies for closing the achievement gap for these groups as well.

The APR provides results from the state accountability system, the Academic Performance Index (API), as well as the federal accountability system, which consists of the Adequate Yearly Progress (AYP) and Program Improvement (PI). So as Blair continues to accelerate middle and high school growth, the Leadership Team will also continue to move focus of API scores toward 800.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Teachers were given opportunities to engage in ongoing research and data-based professional development by using Data Director and Aeries to research and analyze student learning trends and identify achievement gaps in order to plan effective lesson strategies.

Support of Professional Development

How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school wide learning results?

This year, the PUSD division of technology, assessment and accountability made technology workshops available to all PUSD employees and was held at the Edison computer Lab in Altadena. These classes were offered for professional learning after school from 3:30 – 5:00 p.m. but compensation for attending was not available. Some of the sessions offered were as follows: Data Director; creating exams, assessments, custom reports. Grade book on Aeries, teacher website building, digital literacy and citizenship, teach with technology – project based learning, and exploring Google applications.

A free algebra success collaborative professional development opportunity became available to teachers in February 2011 at the Edison Center in Altadena after hours between 3:30-5:00 pm. Additionally, a Kagan Cooperative Learning training is available in March of this year for all teachers K-12 at the ED Center also after hours between 3:30-5:00 p.m.

Support of Professional Development

The English department has attended curriculum workshops, engagement strategy classes and “Step Up to Writing” training programs. There have been ECED trainings for all 9th and 10th grade ELA teachers administering the ECED curriculum as well as engagement and rigor strategies. ECED has been funded by a grant and all the materials, time and personnel have been readily provided to help support all students in achieving academic standards and expected

school wide learning results. Middle School ELA teachers also participated in a writing training in January. Some teachers were also trained to use the Accelerated Reader program in the Blair School library.

The Physical Education department attended CAHPERD professional development at the annual conference for California Association of Health, Physical Education, Recreation and Dance. The PE department has also attended annual and/or biannual district wide paid PD days. The PE department also had the opportunity to attend district- wide PE training for the fitness gram, during A Monday time.

Some teachers/counselors have been participating in the Puente trainings, throughout the academic year. Blair Counselors attend monthly district staff development meetings, in 2008-2010 they also attended UC, CSU workshops and online webinar on career software and GPA verifications.

The district also offers the Peer Assistance and Support (PAS) program where teachers work with a mentor one-on-one. This opportunity provides mentorship for those teachers looking for more personalized support in the areas of curriculum development and planning, classroom management, and assessment strategies. Due to budget constraints, the district was unable to fund this program this school year.

Below is a table displaying the types of professional development opportunities Blair staff took advantage of over the summer of 2010.

PD Session Title	Date and Location of PD
Avery Dennison – Science Training	September 3, 2010 @Edison
Pathways Work-based Learning	August 6, 2010 @Muir
Pathways Leadership Training	August 16, 2010 @Muir
Step-Up to Writing – Social Studies	August 12-13, 2010 @Edison
Middle School Orientation	September 3, 2010 @Edison
Holt English Language Arts Training	September 1-2, 2010 @Edison
Kagan Cooperative Learning	August 31, 2010 @Edison
Pathways Articulation Training	July 15, 2010 @Edison

Thinking Maps – Trainer Reboot	August 23-24, 2010 @Edison
Facilitative Leadership	August 16-17, 2010 @Edison
Step-Up to Writing - Beginners	August 23-24, 2010 @Edison
TOTAL HOURS OF BLAIR PROFESSIONAL DEVELOPMENT ATTENDANCE	
150 HOURS	

The following Table show the Year to date PUSD Professional Development Summary:

Summer 2010 Training	Focus	Dates	# of Participants
Step Up to Writing	Strategies for Writing Intervention, providing structure for struggling writers	June 28-29, August 5-6, 12-12, 19-20, 23-24, & November 20, 2010	104
Step Up to Writing PLC	Monthly PLC – teachers collaborate on strategies to approach genre writing	December 15, 2010 & January 26, 2011	10
Technology & Teaching	Tech-based resources, integration for student engagement and differentiation	July 9, July 30, August 6, 2010	31
Using Data Protocol	Providing tools to School Site Leadership for proactive data analysis with their staff, resulting in data-driven instruction	August 2-5, 2010	38
Elementary Literacy Refresher	Targeted overview of Open Court Reading curriculum and lesson design	August 16-17, 2010	9
Thinking Maps	Trainer of Trainers Reboot to support school site implementation, increasing student and teacher use	August 23-24 2010	23
Summer Instructional Institute Kinder & 1st grade	Focused training on interventions for language arts and building number of concepts for math, differentiated by grade level	September 1-2, 2010	10
Summer Instructional Institute 2nd – 5th grades	Focused training on interventions for language arts and building number concepts for math, differentiated by grade level	August 25-26, 2010	11
Excellent Middle Schools – Summer Institute	Building algebraic concepts for increased rigor in grades 6-8	September 1-2, 2010	6
Algebra Success Collaborative	Monthly PLC – teachers collaborate on building algebraic understanding and best practices to reach struggling students	September 28, October 19, November 16, December 14, 2010 & January 18, 2011	21
Kagan Cooperative Learning	Structured group activities for cooperative learning that build student engagement, collaboration, and support English Learners	August 27, 31 2010	107

Kagan Cooperative Learning	Differentiated by K-5 and 6-12, cooperative learning structures to build student engagement, collaboration, and support English Learners	December 8, 2010	53	91
Avery-Dennison Science Training	Using a common curriculum to provide investigation and inquiry-based learning in grades 6-8 science.	September 3, 2010	7	
Excellent Middle Schools- Orientation	Provide overview of key components of Middle School instruction for transitioning teachers.	September 3, 2010	22	
STAR Writing Training	Focus on 4 th and 7 th grade STAR Writing Exam, calibration on rubrics and scoring, practice with student work, and strategies for approaching prompts and genres	January 12, 2011 (7 th) January 13, 2011 (4 th)	76	
Librarians' Literacy Training	Providing tools to Secondary Librarians in support of their goals to target EL reading comprehension	January 24, 2011	7	

Additionally, some Blair School staff has attended IB training. The college and career pathway training for the Health Careers Academy team and the culinary arts pathway is learning how to develop integrated curriculum through the ConnectEd program.

Supervision and Evaluation

The measurable effect of professional development on student performance is determined during classroom visitations and by student academic data collected during high stakes testing windows. For example, during the time ECED coaches are visiting school sites, teachers are attending professional development sessions to learn or improve teaching strategies. Then the next day, ECED coaches are able to visit classes and assess how well the teacher is implementing the strategies and how well the strategies are working for the students in the classroom. Secondly, as teachers are using skills they've learned in professional development sessions such as "Thinking Maps" conclusions may be drawn when looking at data after a district quarterly exam or CST is administered. Teachers and administrators are able to measure the effectiveness of the professional development sessions the staff has participated in.

The following are some "A" Monday PD topics:

- IPP with focus on CST data
- Introduce the College and Career Pathways & present the ConnectED Pathway Model
- Development of targeting instructional strategies for our Language Learners; closing the gap
- Thinking Map Certification & integration Process

- Characteristics of Gifted and talented students
- IEP process legal mandates
- STAR assessment Process

There are professional development opportunities for the counseling staff that takes place at monthly counselor (district) meetings. Counselors also have professional development in other areas, for example Pasadena City College and Puente have developed their own Support Personnel Accountability Report Card (SPARC).

A6. Are the human, materials, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Summary of Findings

Allocation of categorical financial resources begins with student data. Scores from district quarterly and state standards assessments are analyzed by the Instructional Leadership Team (ILT) in order to determine the academic needs of Blair students. Targets and goals are established. Once the School Plan is complete, it is submitted to the School Site Council so that money can be allocated for support personnel, special programs, and materials.

In the past the district monitored funds provided for athletics. This year, the school received a budget and was responsible for monitoring how the money was to be allocated to the variety of sports. The budget provided this year is insufficient to provide the necessary equipment, travel expenses, etc...for school sports. Further, because Blair has inadequate facilities for sports like track and field, football, and baseball, more travel expenses are necessary to play at another school.

At the end of the school year, and again at the start of the new year - after state test scores have been made available - student performance data is analyzed once again to verify goals and targets, and the final allocation process for the year is conducted. Auditing of the effectiveness of programs paid for is done upon examination of student performance on State Testing, CAHSEE, and District quarterly examinations. This analysis is shown in the School Site Plan. Auditing of Blair's handling of institutional funding is done by Pasadena Unified School District

The most pressing academic needs at Blair, identified by the Instructional Leadership Team, were in the areas of ELA and Math. This focus began in the 2007 – 2008 year when it was determined that Blair's low proficiency rate in both areas were stagnate. Several programs have been implemented with great success – the most costly of which is the “Every Classroom Every Day” program for 9th and 10th grade English and for all High School grade levels for Algebra 1 and Geometry. Aside from the basic cost paid for by the District, this program requires over

\$8,000 for personnel time and supplies. The School Site unanimously supported this request as it is understood that success in these areas spill over to other subjects. To continue ECED in the future school years, it is necessary for the district to provide funding for one math and one literacy coach to monitor these programs effectively.

Another example of effective use of funding can be seen in the English Learner program at Blair. Blair receives LEP funding and discretionary funding for Long Term Learners, as well as for the Newcomer Program. The Newcomer Program provides academic support, as well as assistance and support for families dealing with the transition to living in the United States. The SSC supports funding for the LDRT, who also supports the Newcomer Program. The API for English Learners at Blair reached 663 in 2010 (an 88 point growth from 2007) with a continued eye toward even more improvement. In 2010, ELD instructional aides were let go due to budget cuts. More funding is necessary so that instructional aides may return to help support the ELD students in both intervention and general education classes. Further, instructional aides assist the LDRT in the processing of data and the proctoring of tests such as the CELDT.

Every year, each department is allocated \$1,500 discretionary dollars to be managed by the Department Chairs. These funds are used for general supplies such as pens, paper, office supplies, etc...). \$1500 dollar per department is insufficient for number of staff members and the number of students they teach. Some departments are larger than others so a discussion may need to occur in the coming year as to whether funds should be allocated based on the number of staff per department rather than every department receiving the same amount.

Blair's Health Academy prepares students for advanced careers in the physical and mental health fields, including Pre-Med, Pre-Dental, and veterinary science degrees. The program functions on a grant from the California Partnership Academy grant. The teachers must maintain the funding and also manage fund raising in order to pay for trips. Funding is managed by the lead teacher in the Health Academy program as well as regular communication and meetings with the business partners.

Finally, it is no secret that schools in California have had to contend with a profound shortage of funds. When teachers see needs that cannot be met with existing funds, they are willing to write grant applications for what they see as essential to the academic success of their students. This year eleven out of twelve teachers received grants from the Pasadena Educational Foundation. These grants were used to buy such needed supplies as calculators, Smart Boards, Paints, an online Accelerated Math program and an online Historical Research project for Social Studies. Teachers have also received grants from the Sunrise Rotary Club and Blair school's PTSA. Monitoring grant money for both PEF and PTSA each require a list of expenditures, receipts submitted once the items are purchased.

Evidence:

- SARC (School Accountability Report Card)
- PUSD Division of Technology, Assessment and Accountability
- Blair/PUSD Professional Development Reporting Form
- Blair High School Web-site
- Staff Surveys
- Parent/Teacher sign-in sheets
- PUSD Policies Regulations Bylaws
- PUSD Board of Education and UTP/CTA/NEA agreement handbook
- Leader Board
- Support Personnel Accountability Report Card (SPARC)
- EdJoin online recruitment system for certificated positions
- NEOGOV-Insight online application system for classified (non-teaching) positions

Areas of Strength:

- Faculty/Staff feel that they are able to communicate with their supervisor (s)
- Staff regularly uses communicative practices to find out about daily activities, upcoming events, etc...
- Although funding is not fully provided for all programs due to statewide cuts, staff finds ways to write grants in an effort to compensate for these financial deficits

Growth Areas:

- More frequent professional development on instructional strategies as well as strategies to help better plan future standards-aligned lessons
- More opportunities for “common planning time” for department, vertical, and horizontal planning
- More professional development opportunities concerning IBMYP and IBDP

- More staff need to take advantage of the many out-of-school opportunities for professional development as many have been provided by the district

Category B: Standards-based Student Learning: Curriculum

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B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? Are the school-wide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

Summary of Findings:

All students at Blair School participate in a rigorous, relevant and coherent standards-based curriculum. The standards-based curriculum supports academic and expected schoolwide learning results (ESLRs) achievement. Blair offers a variety of academic programs that support academic achievement including International Baccalaureate (IB), Advanced Placement (AP), Every Classroom, Every Day (ECED), Puente, Health Academy, JROTC, English Language Learners (ELL), The Newcomer Center, Special Education, ROP and CAHSEE Preparation courses.

Every Classroom, Every Day (ECED)

In 2009, the Institute for Research and Reform in Education (IRRE) randomly selected Blair and Marshall High Schools at PUSD for a research project entitled Every Classroom, Every Day. Implementation began in the 2009-2010 school year. ECED provides instructional supports for 9th and 10th grade English and math classes (primarily Algebra I and Geometry). This project provides the instructional staff with specific pedagogical strategies shown to promote mastery of rigorous academic content by diverse learners with varying skill sets. ECED also provides engaging and rigorous curricula to support students' literacy skills and benchmarking techniques to support students' numeracy skills.

As part of ECED, English Language Arts teachers in 9th & 10th grade are provided First Things First (FTF) curriculum. Formal training sessions are followed by on-site visits by ECED staff and ongoing support is provided by the site literacy coach. Unlike the math portion of this program, English is a prescribed curriculum given to all 9th and 10th grade students in the first semester of each school year. In the first year, the 2009-2010 school year, both grade levels received the same curriculum which focused on how students can make positive changes in society. Debates, research, presentations, and investigations are only a few of the opportunities this curriculum provided. This curriculum moved away from the standard route-learning processes and focused heavily on group work and higher level thinking activities. In the second year of this research project, the same curriculum was given to the 9th grade students, while a new, writing-focused curriculum was given to the 10th graders to better prepare them for the CAHSEE exam. This new writing curriculum included an investigation of various literary terms, a presentation, and a narrative project entitled, "If These Walls Could Speak."

ECED provided wrap-around supports to enhance student and faculty engagement in the learning and teaching of math. This program creates greater public accountability and recognition for math achievement through the use of student friendly “I Can ...” statements in lesson planning. Additional learning opportunities are provided to students before and after school and during lunch in the Benchmark Café. The program involves numerous professional development sessions with math teachers ensure full implementation of all math instructional improvement strategies. Site support and coaching is provided by the math coach.

Based on the EAR protocol data mentioned in Chapter One, it is evident that more teacher practice in engagement, alignment, and rigor strategies are necessary to ensure students are receiving the best educational experiences; further, more literacy and math coach “coaching sessions” and visits are necessary to monitor teacher progress in using best practices.

International Baccalaureate (IB)

Blair is an authorized International Baccalaureate Middle Years (IBMYP) and Diploma Programme (IBDP) School. All students in grades 6-10 participate in the IBMYP. The IB Middle Years Programme provides a framework of academic challenge, which is rigorous, relevant, and coherent standards-based curriculum that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers through the areas of interaction (AoI). The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. There are smaller projects that are implemented leading up to and preparing them for the 10th grade personal project. This has been seen at the middle school level. More staff training is necessary to develop these smaller projects and how to better embed them into teacher curriculum.

Assessment for both IB programmes is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers may modify these criteria to be age-appropriate in the earlier years of the programme. Teachers set assessment tasks that are assessed internally in the school. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards. For schools that require official IB certification for their students, moderation is carried out every year.

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students for success at university

and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

In the IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group classes, or the student may choose another subject from another set of prescribed groups.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding, essentially culminating in several extended essays.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. Students work with a supervising faculty member to ensure breadth, rigor, and relevance in this research endeavor.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. The kinds of activities vary according to the faculty and students involved.

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners located world-wide, as designated by the International Baccalaureate Organization (IBO).

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points. There is a greater need to inform all staff members, even those at the middle school level and especially those that are new to Blair, of the requirements of the IB Diploma Programme.

Advanced Placement

Due to the small size of students in the high school, AP and IB standards are incorporated in the same class. Students who might be discouraged from enrolling in AP courses at other schools are encouraged to challenge themselves by taking AP classes and tests. Teachers engage in vertical teaming within departments in order to prepare students for the challenge of AP courses. In the effort to assure Advance Placement standards of rigor, the College Board requires all AP teachers are required to submit their syllabus to them yearly. AP curricula and syllabi adhere to both state standards and the rigorous AP standards.

PUENTE

The PUENTE program is a writing-intensive program, with an emphasis on attaining a college education that is achieved through college counseling and organized college visits. Although the program focuses on Latino culture and first generation college-bound students, it is open to students of all ethnic backgrounds. The counseling team recruits incoming 9th graders for the program. A highly rigorous, relevant, and specialized English program focusing on Latino literature is provided to 9th & 10th grade students. As with the IB Programme, a focal point for this program is the student writing portfolio kept for presentation and reflection purposes. Close counseling support and monitoring is provided at various points until graduation.

CAHSEE Preparatory

Junior and seniors who have not passed any portion of the CAHSEE are given extra assistance and are placed in CAHSEE remedial class or receive intensive tutorial support. Targeted EL and R-FEP students are provided CAHSEE support through a computerized program called CAHSEE Revolution. Tenth graders take a CAHSEE practice test in math and English. Results are shared with students and families during the 10th grade meeting. During the daily Do Now's many teachers take the opportunity to focus on CAHSEE released questions to practice ELA and math skills. These compulsory daily exercises done at the beginning of each class period, and are intended to focus on either the lesson plan at hand or a more immediate school topic such as CAHSEE.

Blair serves 107 students with special needs. Of those students, 10% are in a severely handicapped SDC class, 10% are in a non-severely handicapped SDC class, 80% are in the RSP program, and seven receive speech services only. Special Education teachers use state adopted standards based curriculum with their students. The curriculum is modified, as necessary, to meet students' unique abilities and special needs. Most students are mainstreamed into general education classes at least one period per day.

This year, Blair implemented a co-teaching model to provide an inclusive setting for special education students while insuring that they are in the least restrictive environment as

recommended by their IEP team. Blair has a general education English instructor and a special education teacher teaming for a 9th and a 10th grade class during two class periods each day in the high school. The two period teacher-teaming also occurs in algebra classes. 100

Blair provides a resource room configured as a “Learning Lab” and academic assistance for students who require it based upon their IEPs. Some students require the additional time and assistance with their daily lessons, reading, homework, and general skills practice. Paraprofessionals assist in this setting to provide additional support as well as in core classrooms where students are clustered.

English Learners

Blair houses the Newcomer Center for the entire Pasadena Unified School District, which serves students who are new to the country (less than 12 months) in grades 6 – 12. Currently there are 49 students from eight different countries. Newcomer students receive their core subjects from a team of teachers who support student learning by scaffolding lessons and using a variety of EL strategies for core subject areas such as math, science, and history. The main curriculum in this program was High Point, which has now been substituted by the EDGE curriculum. It includes levels A, B, Fundamentals and Resources sections. After students have successfully completed this program, they are given the option to return to their own neighborhood schools; however, approximately 98% of these students choose to remain at Blair.

We have 144 identified English Language learners outside of the Newcomer Center. Many of these students are placed in English Language Development classes for two periods per day. They are mainstreamed for the other core subjects. Many teachers are trained to use SDAIE (Specially Designed Academic Instruction in English) methods as an instructional strategy, but more professional development is needed.

GATE

Blair serves 119 GATE students in grades 6 – 12 this year. All identified GATE students are integrated within the IB Diploma, AP classes and/or the IB Middle Years Programme. Many teachers are trained to differentiated lessons in class to meet the needs of GATE students. In addition, there are GATE students in the National Honor Society Club, the Math Field Day Club, the Robotics Class, The Future Problem Solving Club and lead in the Student Government.

Findings

All students at Blair participate in a highly rigorous, relevant, and coherent standards-based curriculum that supports student achievement and the achievement of the ESLRs. This can be

seen in are increasing CST scores and CAHSEE passage rates. Placement of students into various programs is determined by examining CST scores, grades from the previous year, IEP's, CELDT scores, and teacher recommendations. Each student meets with his or her counselor in April or May to tentatively schedule classes for the following year. If necessary, changes are made once the CST scores arrive in the summer. The Assistant Principal of Curriculum and Instruction creates the master schedule for the upcoming year based upon the number of student registration.

Curriculum maps are being implemented in all content areas. The curriculum is aligned to district and state standards. Textbooks in all content areas are standards-based. The Measuring What Matters (MWM) visitation protocol, implemented as part of ECED, emphasizes engagement, alignment, and rigor to grade-level content and performance standards. Through its established Inquiry Protocol Process, the Blair staff uses the data to examine how well learning materials and activities meet grade level standards. The staff analyzes the most recent CST data and compares it with its past years trends, including close analysis of specific standard strands.

B2. *Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals? And to what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Summary of Findings

Blair High School students and parents enjoy a variety of avenues from which to access the school's entire program and assistance to prepare them academically in their pursuit of their personal school-to-career goals. Blair counselors hold numerous informational meetings throughout the year for each grade. Blair offers various tutoring classes.

One of the greatest forms of access to the school's entire program is in Pasadena Unified School District *open* enrollment policy, which enables every parent and student the choice of attending their neighborhood school or another school of their choice within the District. Blair High School is a unique school due to its blended middle and high school programs (grades 6th through 12th) that offer the International Baccalaureate Programme. Once a student is enrolled at Blair, they and their parents are invited to attend some or all of the following individual and/or class meetings:

Entering 7th and 8th grade students and their parents are to attend a meeting at which they, together with their assigned counselor, plan out their classes for academic program. They discuss promotion requirements, educational options, deportment requirements, including

attendance, discipline, and citizenship requirement. The 6th through 8th grade now have access to a career and college exploration program, Real Game on-line program which is designed for middle school students. They are exposed to all district wide pathway programs, as well as a variety of career options. As part of reclassification for EL 6th through 8th grade students who have not yet been reclassified as fluent speakers, counselors are now required to meet with those students and their families to discuss and set goals for fluent speaker reclassification.

Entering 9th grade students and their parents are invited to attend a meeting at which they, together with their assigned counselor, plan out a four year academic plan. Post high school plans are also discussed; these plans include but are not limited to college and/or work plans.

Counseling meetings continue for entering 10th and 11th graders, parent and student meet to review and/or revise their academic plans. The discussions include current grades, units attained thus far, behavior, attendance, and future goals.

In the 12th grade, senior conferences with students and parents are held to discuss graduation status, life after high school, financial aid for college, scholarships and college testing. College applications are sorted out with the counselor or college advisors.

Blair counselors continually hold state required AB 1802 meetings, which entails counselors to meet with parents and students of all grade levels, who score below basic and far below basic in English or Math or both. Parents, students, and counselors discuss the students' grades, units accrued, behavior, attendance and goals. Recourse plans are devised for those students.

Parent, students, counselors and teachers continue to collaborate at parent/teacher conferences when requested by teachers, parent, students or any staff member. Counselors, Special Education instructors, or any staff member may set up Student Success Team (SST), Individual Education Plan (IEP), and 504 meetings for parents, students, and staff to monitor and discuss a student's personal learning plan, which are based on a student's learning style and career and educational goals. Counselors, administration, and the special education team meet monthly to schedule these meetings. Likewise, English Language Learner parent, student, counselor, and staff meetings are held for to discuss and monitor the student's current classification level, the need for reclassification, if necessary and any and all available support by the Newcomers Center and its staff.

Blair High School further offers various school-to-career curricular technical education courses, which include the Health Careers Academy (HCA), a Health Science and Medical Technology Pathway. In addition to the HCA the current Career Technical Education (CTE), which is supported by the Regional Occupational Program (ROP) at Blair includes the Culinary Arts/Management program and the Film and Video Production program. These courses are

known for their relevant internships and community partnerships. This year the 9th graders were introduced to the Health Careers Academy. The Health Academy holds Town Hall meetings four times a year. It is an afterhours meeting which includes dinner, and at which they discuss and report and reflect on past events upcoming events.

A major part of this pathway is the internship opportunities in which students become involved with local hospitals, clinics, and community health service organizations. Student leadership and community service is fostered through participation in the national organizations Health Occupations Students of America (HOSA) and the LEO Club, a division of Pasadena Host Lions Club.

The Culinary Arts/Management Program is available to students in grades 10th through 12th. Students get hands-on experience catering events at the school site and in the community. Student leadership is fostered through participation in the national organization FHA/HERO (Future Homemakers of America), and Culinary Arts Program (C-CAP).

Blair's Film and Video program is new to Blair this year. Students develop short films and work with the school on various video recording projects. These projects include filming almost all school sports events, and class films used as self-expression, but which help develop learned filming techniques.

The key component of Blair's CTE program is the real world experience that students receive. This is made possible by collaboration among teachers, support staff, advisory boards, administration staff, counselors, and business/community partners. Additionally, authentic assessment is used in all of the CTE programs. Students receive standard-based instruction, demonstrations and are asked to perform tasks with a minimum of 80% accuracy.

The CTE programs are project based programs. The HCA produces projects related to health education. Culinary Arts/Management produces food which is catered for many community events and the film class makes videos for school and community events. Such events include a featured lunch on Wednesdays, for students and staff at Blair—The Long Boat Café, Thanksgiving meals at the Pasadena Rescue Mission, and many evening and private events for school fundraisers. Students take their projects into the community where they are also assessed. Business partners come into the academy as judges and mentors for these projects. Internship is another form of assessment where students are evaluated by their supervisors monthly. In the HCA, all seniors are required to complete a one hundred and eighty hour internship in a health field discipline of their choice. CTE teachers and programs are evaluated yearly at several levels.

B3. *Are students able to meet all the requirements of graduation upon completion of the high school program?*

Summary of Findings

The graduation rates for Blair High School students in the past three years have been as follows. In 2006-07 it was 71.6%; in 2007-08, it was 69.5%; and in 2008-09, it was 79.7% and in 2010 it was 79.6%. In the past few years, however, Blair has focused its effort to ensure that all students meet the graduation requirements. To this end, Blair has concentrated its attention on three main areas: 1) providing more effective targeted academic instruction with adequate support mechanisms to assist struggling students, 2) increasing the California High School Exit Exam (CAHSEE) passing rate, and 3) communicating the A – G graduation requirements to students and their parents earlier in their high school careers.

In the first focused area, Blair has implemented two school-wide intervention programs. The math department began implementing a new program, *Do the Math*, three years ago. The aim was to increase the number of students passing their math courses and increasing the number of students scoring proficient or advanced on the California Standards Tests (CST). *Do the Math* provides effective targeted math instruction by requiring all students to take a diagnostic test at the beginning of the academic year. Based on the diagnostic test results, students were assigned an additional math class commensurate with their skill level. In the additional math classes, students were given math assignments tailored to their individual skill levels. Advancement to progressively higher level assignments occurred once students demonstrated mastery of current assignments. After school tutoring was made available to assist students having difficulties progressing through the program in the allotted class time. *Do the Math* fostered increased student accountability by empowering students to progress through the program at their own pace according to merit.

Two years ago *Do the Math* was succeeded by the *Every Class Every Day (ECED)* program, which also contained an English Language Arts component. *ECED* encompassed the essential aspects of *Do the Math*, most notably its emphasis on student accountability, which includes the “No D’s” and No I’s (Incompletes) concepts for the course; and the availability of tutoring before school, at lunch, and after school. Both programs and their strict emphasis on content mastery have increased the number of students passing math courses and the number of students scoring proficient or advanced on the CST.

In the second focused area, increasing the CAHSEE passing rate, Blair offered CAHSEE preparatory classes in the past few years for students who had not passed the exam as sophomores. Additionally, all sophomores were given a practice CAHSEE, with the results made available to parents on parent conference night. Finally, in an effort to further prepare students for the CAHSEE, all sophomores were provided about ten minutes of CAHSEE review

daily in their math classes. These activities have helped to increase the number of students passing the CAHSEE.

The ELA department offers targeted EL's and R-FEP students CAHSEE support through a computerized program called Revolution. Tenth graders take a CAHSEE practice test in math and English. Results are shared with students and families during the 10th grade meeting at which most of the Blair teachers volunteer their time to talk to parents and their students about their progress. During the daily Do Now's teachers take the opportunity to focus on CAHSEE released questions to practice ELA and math skills. These compulsory daily exercises are done at the beginning of each class period and are intended to focus on either the lesson plan at hand or a more immediate school topic such as CAHSEE.

The third focused area, communicating the A – G graduation requirements to students and their parents, is carried out by our guidance counselors. The counselors meet with all students and their parents during their freshmen year of high school to discuss their career interests and help them draft their class schedule for the rest of their high school years. Counselors subsequently meet with students periodically to ensure they are making adequate progress towards satisfying the A – G requirements and are on the right track for graduation. Additionally, counselors program seniors, in need of more units to graduate, into after school credit reclamation classes, providing them with an additional opportunity to satisfy graduation requirements. Students also have the opportunity to take college courses at PCC or California State University, Los Angeles to receive high school or college credit.

To prepare students for post secondary opportunities, 6th through 8th grade students now have access to a computer program entitled, Real Game which is a career and college exploration program designed for middle schools. They are exposed to all district-wide pathway programs, as well as various other career options. Beginning in the 9th grade, the counseling department provides a career inventory program called "Choices." Students may access this program until the end of their senior year. They may take a career inventory and explore career opportunities.

The Upward Bound program provides fundamental support to participants in their preparation for college entrance in the areas of math science. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree.

Educational Academic Outreach Program (EAOP) for UCLA prepares students in grades 9-12 for college by helping students fill out applications, taking college field trips, and making sure they are meeting their A-G requirements. Foundation 44 started off as a program which helped 44 African-American students enter four-year colleges each with a brand new laptop. Now, Foundation 44 helps all students enter four-year universities.

Special education students are given a transition plan in grades 8-12 special education. Within this plan, students are interviewed about their post-secondary goals, given career aptitude tests, interest inventories, personality inventories. After inventories are taken, students set goals and develop steps to achieve those goals which all relate to their academic IEP goals. Special education students can be a part of the WorkAbility Program which provides training and assistance in finding a job and sustaining employment. They also do local and semi-local community college tours.

To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

Summary of Findings

Students have access to various opportunities on campus to explore real-world applications of their educational interests. Students in the 10th grades are required to complete an IB Middle Years Project based on their area of interest. Pathway in the Health Academy and LEARNS after school classes offer students opportunities to explore areas such as Culinary Arts and robotics. All full IB Diploma students are required to write an extended 4000 word essay in the area of their choice, and all IB Math Studies students are required to complete a personal project based on the content in the IB syllabus and their personal interest.

In the Theory of Knowledge class students make connections between peoples and concepts about living in relation to the world. Students create projects in science and history ideas, and they hold discussions regarding ethics. Blair has a Problem Solving Team which focuses on real world problems and a process for solutions. These students compete in Rotary and city competitions and discover they are using their learned skills. Students realize that these skills increase their cultural understanding, as well as their civic engagement.

The Social Sciences Department offers a program which is introduced to all students, called Model UN, which collaborates with Pasadena City College and the City of Pasadena. The program exposes students to the type of topics and tasks that are undertaken by the United Nation.

The 7th and 8th grade students last year partnered with The ASHE Foundation and collected shoes for men, women and children. Students collected 1,200 pairs of shoes. The effort helped students become aware of the transference of disease through bare feet, as well an increase in global community awareness.

The middle school science students take trips to the neighboring City of Pasadena power plant. They focus on general plant operations, and they witness first hand some of the scientific concepts learned regarding electrical power.

As part of the IB Biology class, the seniors work with DNA technology. They study DNA, including cloning genes. The science department rents DNA cloning equipment. The IB Group Four projects in biology calls for students to take a scientific topic and create an experiment. They design and test anything within the scope of biology, and they present data and findings.

Art students also have access to real world applications of their educational interests in relationship to a rigorous, standard-based curriculum by participating in the following art events: Now in its fifth annual show, "No Boundaries" celebrates the arts in public schools with more than 400 pieces of art in various media created by students from kindergarten through 12th grade as well as music and dance number presented on a small stage from a variety of schools. Every school in the PUSD district is represented. Blair displays their emerging artistic talents to celebrate arts education. Not only do the Blair budding visual artists have their work on display, Blair's musical revue "Ovations" performs songs from their show. The exhibit is hosted in a gallery which is donated by local business partners. Student artwork is professionally installed for this signature Pasadena arts event.

From the NO BOUNDARIES show, Blair students have consistently place in scholarships from the Armory, as well as selected student Art to be displayed at Pasadena City Hall for 6 month intervals. The Armory Center for the Arts is a community arts center that has studio art classes and a variety of educational outreach programs to schools and throughout the community.

The Congressional Arts Competition is an annual high school art competition at the Huntington Library. The goal of the program is to encourage and recognize the rich artistic talents of young Americans, and display their work in Washington, D.C. Each year Congressman Adam Schiff invites each high school in the 29th Congressional District to submit three entries representing their school. A blue-ribbon selection committee then reviews all the entries from the 29th Congressional District to determine first, second and third place winners.

A district-wide student essay and art contest for the work of civil rights leader Martin Luther King, Jr. The students learn about the life and legacy of Dr. King with classroom and campus activities. This year a Blair 12th grade student won third place (\$175). In previous years Blair has continued to place.

Students had an opportunity to work with Pop artist Romero Britto. Britto is a Brazilian artist who is Miami Beach-based. He is an internationally-known pop artist whose work is acclaimed for its use of vivid colors and elements of pop art, cubism and graffiti painting. Named the state of Florida's Ambassador of the Arts, Britto's work is represented in more than 100 galleries on five continents. Our Blair students were able to create a painting in his style; it was then donated to a local hospital.

Last year Blair visual art students were given a grant for students to create prints like a leader in

the American Printmaking movement named Frances Gearhart. Her work was displayed at the Pasadena Museum of California Arts (PMCA). A field trip and printing supplies was included for our students with this grant. The prints were included in the "No Boundaries" art exhibit.

The World Language department has organized student trips to Costa Rica to hone their Spanish language skills, as well as learning about the culture.

How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?

The percentage of students passing the CAHSEE on the first attempt has been increasing in the past three years. The graduation rate has also improved. Our percentage of students scoring proficient or above on the CST in the years 2008-2010, has gone from 8% to 15% to 23% in math. Likewise, in ELA scores have also increased and gone from 36.36% to 41.45% to 49.61%. The Special Education department has also experienced a rise in CAHSEE scores. The percentage of students scoring proficient or above rose 211% in ELA, and 65.6% in math this past year. The academic assistance program in the middle school focuses on organization skills, and class assistance for class work. The learning lab and resource room primarily focuses on math and literacy intervention, including organizational skills and transition goals.

The data indicate that our academic support programs are fairly effective. However, especially in mathematics, we still need to work on proper placements to ensure that students have met the prerequisite requirements before promotion to the next course.

Supporting Evidence:

- PUSD Middle School Counseling Program Grade 7-8 Report
- PUSD Academic Review form for high school students
- IB Learner Profile
- A copy of Choices Planner: Highlights and Features (Achievement Starts With A Plan)
- PUSD Special Education Department Individualized Education Program, with Transitions Planning and Goals
- An IEP Meeting Agenda for students and parents
- PUSD Math/Science Upward Bound brochures
- EAOP UCLA Early Academic Outreach Program
- RISE Program Application
- PUENTE High School Program
- Counselor roster of higher education programs and liaisons for PCC Outreach, UCLA Outreach, UCLA EAOP, CSULA, PCC Upward Bound (Classic and Math/Science), CSULA Upward Bound

- Alignment and Pacing schedules for geometry, advanced math, AP calculus, algebra 1 and algebra 2
- Sample of student work for AP calculus/IB Math Studies—Rubric and Questions included
- Sample of student work addressing rigor and relevant for Advanced Math
- Sample of student work with rubric for IB Math SL
- Sample of student work for geometry addressing rigor and relevance
- Benchmark Café Sign-In Sheet, addressing students getting a chance to master standards
- Sample ELA Pacing Plan, aligned with state standards
- Sample Inquiry Protocol for CST score analysis

Areas of Strength:

- After school tutoring programs and intervention courses have helped increase the number of students meeting the high school requirements.
- Staff is generally available for tutoring after school hours.
- Sports Tutorial component is now required by athletic coaches. Coaches allow for tutoring and academic assistance for all players before, during or after practice.
- There is a decrease in ineligibility for sports.
- Many teachers emphasize CAHSEE preparation in their classrooms.
- There is more consistency in the math classrooms regarding curriculum, pacing and grading.
- Teachers volunteer to hold parent conference night to discuss CAHSEE results and students' progress.
- The mock CAHSEE exam offers students additional practice.
- For the EL's, the Revolution program is remediating CAHSEE passage rates.
- More professional developments are based on common teaching strategies.

Growth Areas:

- More effort needs to be made to ensure students are properly placed.
- Since 70% of the math portion of the CAHSEE is based on pre-algebra standards, students should not be allowed to skip pre-algebra in the 7th or 8th grade.
- Staff needs to be given more professional development time to work on common assessments and teaching strategies.
- CAHSEE remediation classes should continue to be offered again to juniors and seniors who still haven't passed the exam.
- We need to increase parental involvement in their students' academic careers.
- Extra efforts should be made with counseling 6th grade students.

Category C: Standards-Based Student Learning: Instruction

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C1. Are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Summary of Findings

The Blair team worked vigilantly this past year to increase student achievement through various rigorous and supportive programs which resulted in a 69 point API gain. Through a variety of strategies and collaboration, including mentoring from skilled academic coaches, students were engaged in not only challenging, but meaningful learning experiences that met and exceeded the expected school-wide learning results.

Blair High School is an authorized International Baccalaureate World School. It has two of the three IB programmes in place: the IB Middle Years Programme, for all students in grades six through ten and the IB Diploma Programme, which is optional, but available to all students in grades eleven and twelve. The International Baccalaureate Organization's mission statement proposes, "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." The IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment that are all held to the same high standards. These programmes encourage students across the world to become "active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." The Middle Years Programme offers students opportunity to complete IB Grade Level Projects, learn, help and grow from the community service hours requirement, complete the cumulative IB Tenth Grade Personal Project and with completion of all of the above, earn an IB MYP Certificate. The Diploma Programme provides all of Blair's Juniors and Seniors the opportunity to take IB DP courses and earn IB certificates in the subjects or opt to take the Full Diploma and earn the highly coveted IB Diploma. These courses are demanding and are considered by some to be more challenging and in-depth than AP (Advanced Placement) courses. The IB examinations taken in May of their senior year are rigorous and include seven written sections and an oral component. Holding all IB World School students to the same standards, the assessments are then sent out to be scored by impartial judges all over the world. Most colleges and universities across the world acknowledge the IB certificate and diploma and offer pre-requisite course credit in undergraduate courses.

Blair School offers four, official Advanced Placement courses to further challenge and educate our students. They are: AP World History, AP Government, AP Calculus and AP Spanish. The IB Diploma courses offered are college-level and the corresponding AP exams are as follows:

English A1 HL - rigors prepare students to take AP English Literature and AP English

Language exam.

History of Americas - ARAB-ISRAELI HL - rigors of the History of North America section prepares students to take AP U.S. History exam.

Biology HL - rigors prepare students to take the AP Biology exam.

Therefore, Blair School offers four AP courses and eight AP exams in May.

Our school within a school concept is realized with our Health Careers Academy which interests and prepares students to enter careers in the medical field. This small learning community provides a core group of teachers who work together as a team to provide support and encouragement for the students who may be more engaged in a curriculum with a health career focus. The science curriculum in particular, provides several opportunities for project-based learning. Students are engaged in academic and rigorous projects that have real world implications such as, Blood Drives, Beach Clean Ups and Leadership Conferences through our campus club HOSA (Health Occupation Students of America) which acts as a branch of the Academy. Students in the Health Careers Academy can avail themselves of another extracurricular organization, the Leo's Club, which stands for Leadership, Experience and Opportunity. In the past, as mandated by a grant, the HCA has recruited and catered to an underachieving, underserved student population. The focus for the future is to move away from that perception and to offer higher level curricula such as: early college classes, forensics and medical math to attract and better serve a more academic student population who may desire even more rigor whether or not they choose a medical career.

The HCA is currently being looked at as a California Distinguished Academy Program and is anticipating growth and expansion by adding culinary arts and hospitality to the pathway and by growing its student enrollment from just over 200 students to 500 in the next few years.

In the 2009-10 academic year of the 114 students enrolled in the academy, 84.4% passed the CAHSEE in Math and 83% passed in ELA. The graduation rate that same year for the academy was 95.2%. One of our new ESLR's is to "*Be an effective communicator through reading, writing, listening and speaking for various audiences, contents and purposes.*" Through the academy, students are given many opportunities throughout their high school lives to hone their communication skills by speaking regularly at monthly advisory meetings at Huntington Hospital, presentations to business partners both on and off campus and by leading Towne Hall Meetings four times a year at Blair.

Pasadena Unified School District has been selected to be one of 6 districts across America to take part in a teaching reform movement called ECED (Every Classroom, Every Day). The two participating schools in our district are Marshall Fundamental School and Blair School. "The school-reform program focuses on math and language intervention for ninth- and 10th-graders,

and provides teaching strategies and data from actual classroom observations.” The purpose of the program is to train teachers to be aware of many teaching strategies in order to create academically successful results for all students. It takes into account different modalities and gives teachers a strong framework on which to build an exciting and satisfying core curriculum in Math and English Language Arts.

Along with the ECED program, our math teachers have instituted a tutoring opportunity called Benchmark Café. By offering students before and after school hours to come in for one on one help in mathematics on a consistent basis, students have learned to take charge of their own understanding. Math teachers are not allowing students to simply pass from year to year without the proper mastery of each skill set needed to move on to the next mathematical concept. Students attending the Benchmark Café can be tutored on a particular topic and then retested on that concept. The students are learning necessary skills offering true success as they move through their academic careers.

With a highly organized and motivated Literacy Coach and a dedicated, skilled Librarian, Blair School has been able to successfully institute a reading fluency program called, Accelerated Reader. With this program, students are given a baseline grade level reading score. Teachers can then assign students a goal of how many points they need to accrue each grading period. Points are determined by difficulty of a selected book and by passing an AR test, with at least 80% accuracy, after the student completes the book. Students and parents are able to monitor a student’s reading progress both online and with the addition of a student reading log. An interest in reading has enthusiastically developed in the last three years since the inception of the book club and Accelerated Reader. Our own librarian recently sent out an email to the English Department in which she states, “From the time that we got back from winter break until today, we have checked out 1,694 books!!!!” This clearly helps us attain another of our ESLR’s, *“Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.”*

In order to assess best practices among teaching staff, Blair Administrators and Academic Coaches participate in classroom observation visits, Measuring What Matters. Coaches are measuring three things, engagement, alignment and rigor. With this program real data is collected regarding percentage of students engaged during a given lesson. Questions are raised about instructors’ lesson objectives being clearly posted on the board for students to read and understand. Questions may include; Is there a goal, an aim, and clear steps through which the lesson goals will be assessed and achieved? Are there key activities the teacher will be facilitating? After a minimum of twenty minutes of observation, a meeting is scheduled with each observed teacher at which the coach will offer support and review the strengths and areas of possible growth as a reflective tool. This particular type of observation has helped teachers to organize and to align their teaching not only with each other but with their own particular pedagogies and methodologies to produce stronger results.

Teachers at Blair School are involved in the Inquiry Protocol Process quarterly. In this activity, teachers are asked to research students, through our testing district database, Data Director, from each of our five classes and notice their levels of proficiency in Math and/or English Language Arts. Based on what we see, we are then directed to find “bubble kids.” These are students who we would like to move from one colored band to the next. For example, we may find a student who is 10 points from proficient. He is in the Basic strand and we want to move him to Proficient. We then list that student’s name and find ways to help him progress, along with others into the next highest level of proficiency.

The Newcomer Center is a place where our English Language Learners have a variety of resources available to them to achieve academic standards. Facilitated by a team of English/Spanish bilingual teachers, students transition from self-contained classrooms, with much language support year one, to general education classes such as, Social Studies, Math, Science, Physical Education and the Arts, years two and three. Many EL students are scheduled in two hour daily blocks of ELD and reading. The Newcomer Center gives the LAS (Language Assessment System) two times a year, at the end of each semester to see growth from the initial CELDT test. This district-driven assessment measures the four CELDT strands and that data is uploaded to Data Director. CAHSEE Revolution is a pull out, online interactive computer program that is offered to our not yet reclassified EL students to prepare them for the March administration of the CAHSEE. In the 2008-2009 and 2009-2010 school years, two ELL bilingual aides were in classrooms assisting EL “cluster” groups of students in each subject area.

The EDGE curriculum replaced the High Point curriculum at the high school level for those English Language Learner (ELL) students who are not meeting standard. This curriculum offers more visuals, as well as more opportunities for writing, reading, and grammar practice. The Newcomer Center staff meets monthly to discuss the progress of their students.

With the help of the LDRT and the counseling department, English Language Learner students are mainstreamed into general education classes in “clusters;” that is, these students are placed with their peers into sometimes challenging core classes so that they may mentor each other.

Math Field Day is a district-wide math competition that takes place in the spring where 6th - 9th grade math students have an entire day dedicated to showcasing their math skills in a multitude of competitions. This is a well attended district-wide event that has been hosted by Blair School on several occasions.

The Special Education Department works tirelessly to ensure students have up to date IEP’s and 504 plans in place and that teachers are supported and provided with accurate information to better serve the students’ needs. With a full inclusion program, aides may accompany students with disabilities into the general education classroom. The team works collaboratively with the classroom teachers to provide the best academic support to ensure the greatest achievement for the student.

C2. In what ways do teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom to actively engage students, emphasizing higher order thinking skills, to help them succeed at high levels?

Summary of Findings

To promote active student engagement in the classroom, teachers have been trained to use strategies to dissuade students from being passive learners. Particularly the Every Classroom, Every Day curriculum for Math and English Language Arts stresses the use of these strategies. Also Measuring What Matters data supports the push for greater student engagement, alignment and rigor across all disciplines. Teacher circulates around the classroom all the time rather than delivering a lecture from the front of the room. Teachers use a variety of strategies which include;

- Thinking Maps, Cloze Notes, Think/Pair-Share, Thumbs up/Thumbs down
- Data driven cooperative student groupings
- Choral response to teacher prompts
- Highlighting, underlining, pointing to information
- Use of hands on manipulatives, especially among Science teachers
- “Power 10 Strategies” from ECED
- Informal Outlines
- Two Column Notes
- Breaking Down the Definition
- Quality Questioning Strategies (ELA)

Great emphasis has been placed on writing across all content areas. Teachers are expected to administer pen to paper “Do Now” activities on a daily basis. Most staff have trained to use the “Step Up to Writing” strategies, which gives students concrete ways to improve their expository and narrative writing skills.

Most teachers are using technology in and outside the classroom to enhance instruction. The English Language Arts Department uses Accelerated Reader, which increases reading fluency by setting measurable goals and valid assessments. Blair’s library is currently housing, clearly labeled and available, AR books and their accompanying tests for students to access. Most teachers have moved from using Overhead Projectors to LCD Projectors in their classrooms to display teacher and student material via PowerPoint presentations and embedded clips from the internet to enhance curriculum.

Some of the technology being used regularly includes;

- Accelerated Reader
- LCD projectors
- Document cameras
- Two computer labs
- Library computer access
- Yearbook classroom computers
- Facebook
- blair.pasadenausd.org
- Google Docs/Google Calendar

The Media Arts program at Blair School operates a state of the art music and film editing classroom where students are given the opportunity within and without the regular school day to record original music in the studio, cut and edit their own films and documentaries and work on many computer programs.

Some teachers use the internet and social networking sites such as Facebook to interact with their students and to keep them informed of upcoming events. The Blair website offers the community a way to access information about the school as well as specific teacher pages with syllabi and assignment information.

Aeries, the data system Blair teachers and staff use to organize student data such as attendance and grades, is now accessible to parents and students. This program allows parents a way to check in on their students grades in every class in which they are enrolled. Teachers are able to record not only points and grades, but comments to clarify assignments given and particular comments about student performance.

Many teachers organize and incorporate guest speakers and field trips to enhance their curriculum. These speakers bring the outside world in for the students at Blair School. Guest speakers include:

- Guest conductor from Pasadena Master Chorale to work with vocal music students
- Head of Spelman College Music Department, Dr. Kevin Johnson offered vocal master class to students from Blair, PHS and Muir High Schools
- Health Careers Academy visits Huntington Hospital annually to participate in The Great California Shakeout
- Health Careers Academy supports the Pasadena Marathon by providing First Aid Services to participants

- A Seismologist from the California Institute of Technology
- Opera Singer, Jessye Norman
- Guest speaker from the Fashion Institute of Design and from Art Center College of Design

Health and Career Academy students visit City of Hope for a tour of the blood collection facilities. Field trips to places like the Museum of Tolerance and the Los Angeles Opera allow students to find ways to make academic connections in a non-academic setting.

Local internships provide many of our Health Careers Academy and ROP students with the opportunity to work in a job such as a dental office alongside highly trained professionals to gain invaluable experience in the medical field.

The Newcomer Center provides students with an array of opportunities beyond the daily classroom such as, field trips to the Natural History, Norton Simon and Chinese American Museums. Students have experienced buying a Metro day pass for a ride from Pasadena to Union Station for an orientation of downtown Los Angeles landmarks. They have also participated in trips to the Pasadena Ice Skating Center and the Pasadena Power Plant. The Newcomer Center has hosted several guest speakers such as, Victor Oseguera, who was honored in Washington DC, as the paramedic/firefighter of the year. Students also enjoyed a presentation by the Nutrition Network and a visit from members of CHIRLA (Coalition for Humane Immigrant Right of Los Angeles).

Our Principal for a Day program is another way students can enjoy real world experiences. A community leader volunteers to spend a day at Blair to observe and enjoy and possibly to enhance the classroom activities in an area in which they are familiar. For example, Stephen Eich, the Executive Director of the Pasadena Playhouse spent a day in the performing arts classroom and was then able to offer advice, motivation and help to the students who wish to pursue a performing arts career.

The vocal music department coordinated with an instrumental music teacher in the Pasadena Unified School District to take 160 PUSD students on an All Star Tour to Orlando, Fl. where they performed several times at Epcot, Kennedy Space Center and Disneyworld.

Teachers assign projects that require higher order thinking skills by incorporating speaking, reading, writing and creating. Blair students produce many projects throughout their middle and high school careers such as;

- Middle School Science Fair Projects
- No Boundaries Art Show
- IB Personal Projects for 10th graders

- Summer Reading projects for ELA students
- Model UN Presentations
- Martin Luther King Jr. Speech and Art Contest
- APSA Speech Contest
- Rotary Speech Contest

The library is a live resource, with a collaborative librarian who is available to help students and teachers to supplement their classroom experiences. Many teachers use the library to help their students conduct research, learn about citation practices and to find resources of interest to them. Some activities the librarian assists with include;

- Accelerated Reader, checking out materials, advising students on books they may enjoy and helping to administer AR tests
- Book Talks to engage students in joining the Blair Book Club
- Providing Teacher resources for projects assigned to students

The English Department enhances reading curriculum by providing an on campus book club in which teachers and our librarian visit various classrooms to give “Book Talks” to students and then make the books available for purchase during lunch, before and after school. Blair also maintains a local connection with Vroman’s book store which provides additional speakers to enrich our students’ interest in reading.

On campus clubs offer students a way to become active in school life in an organization that compliments their personal interests and/or beliefs. Some of the clubs students have access to include;

- Gay Straight Alliance
- Christian Club
- Blair Performing Arts Club
- Future Homemakers of America
- Leos
- HOSA/Health Occupation Students of America
- Black Student Union
- Interact

Associated Student Body gives students a place to learn how government works including the use of Robert’s Rules of Order. The ASB meets three days a week before school to plan activities such as dances and lunchtime assemblies. It is a class with a teacher and a curriculum. Students receive grades and are expected to complete assignments.

Teachers act as coaches in a variety of ways to enhance student and teacher learning. Some of the ways the teachers act as coaches include;

- One on one tutoring before, during and after school
- Benchmark Café for Math Teachers

Our literacy coach and math coaches observe teachers for best practices to enhance teacher efficacy through the EAR protocol (Engagement, Alignment and Rigor), which in turn enhances student achievement as evidenced by the academic gains made this past school year; however, more visits and coaching sessions are necessary to continue the upward climb of Blair's high stakes assessment data. Completed full staff training in the EAR protocol would help teachers better understand the expectations behind engagement, alignment, and rigor (ie "What does that look like in a classroom?").

Our students are given the real world experiences in a professional setting by participating in some of our extracurricular classes. For example, the Culinary Arts program offers students professional training in the restaurant and catering businesses. At the 2010 Tournament of Roses Parade, students were given the opportunity to meet Ms. Paula Deen and have their picture taken with this culinary icon. The FHA Heroes program provides students with a live classroom to test their food prep and serving skills. With the inception of the Longboat Café, students, teachers and staff have all been the grateful recipients of the delicious weekly Wednesday lunches prepared and served by the culinary arts students and available for purchase for \$4.00. Each period plans and prepares the meal on a rotating basis and the profits are used to purchase items for the program such as culinary uniforms.

Visual and Performing Arts offers students professional training in acting, singing, dancing, painting, drawing and playing instruments. The exclusive audition only vocal group, BIBS (Blair IB Singers) spend much of December traveling around from local tree lighting ceremonies to restaurants to provide winter entertainment. The last two years, Bibs has partnered with the Pasadena Master Chorale and had the opportunity to sing in their professional concert both as a featured group and alongside the Master Chorale in some of their repertoire. Singers in the program had the opportunity to join all the district high schools in singing at the United Nations Concert officiated by Pasadena Mayor, Bill Bogard. The culminating concert of the winter is the annual holiday show performed at Lake Avenue Church. This is a time when professional musicians gather alongside students to produce a quality concert featuring religious and secular music for the community at no cost. In the spring, students will have the opportunity to audition and perform in the spring musical revue, *Ovations* which is a forty year old tradition in the community where students receive professional dance, vocal and acting training in after school rehearsals.

Our visual art students have created stunning artwork for the Design a Cow contest and for local art shows. From the No Boundaries show, Blair students have consistently place in scholarships

from the Armory, as well as selected student art to be displayed at Pasadena City Hall for 6 month intervals. The Armory Center for the Arts is a community arts center that has studio art classes and a variety of educational outreach programs to schools and throughout the community.

The Congressional Arts Competition is an annual high school art competition at the Huntington Library. The goal of the program is to encourage and recognize the rich artistic talents of young Americans, and display their work in Washington, D.C. Each year Congressman Adam Schiff invites each high school in the 29th Congressional District to submit three entries representing their school. A blue-ribbon selection committee then reviews all the entries from the 29th Congressional District to determine first, second and third place winners.

Students had an opportunity to work with Pop artist Romero Britto, a Brazilian artist living in Miami Beach. In 2007, he established the Britto Foundation to assist charitable organizations benefiting children. Our Blair students were able to create a painting in his style; it was then donated to a local hospital.

Last year Blair visual art students were given a grant for students to create prints like a leader in the American Printmaking movement named Frances Gearhart. Her work was displayed at the Pasadena Museum of California Arts (PMCA). A field trip and printing supplies was included for our students with this grant. The prints were included in the "No Boundaries" art exhibit.

The Blair Instrumental program has taken off in the last year. The band has an active parent booster organization that hosted their first winter concert in the Blair East Cafeteria to a standing room only audience. Students are marching and playing at sporting events, assemblies and throughout the community.

The Pasadena Learns Program provides Academic Assistance classes Monday through Friday (except on game days for athletes). These classes are taught by some certificated teachers as well as Learns staff. Another option for struggling students is the Credit Reclamation program which is paid for by the district and taught by two Blair certificated teachers Mondays and Fridays from 3:00 – 4:30 p.m. Benchmark Café is a math tutoring program funded by Learns and taught by Blair math teachers offered to students who need extra support in math. Finally, there are two general tutoring classes that run Monday-Friday where students can be tutored in any subject by Learns staff and certificated teachers. From 3:00-6:00 p.m. students can also sign up for enrichment courses such as, Music Recording, Ovation Musical Theatre, Film and Video Production, Poetry and Spoken Word, and Culinary Arts.

The school offers ***peer mediation*** to resolve conflict effectively. Students on the middle school campus work closely with faculty to provide supportive peer mediation services to any middle school students who want help ironing out grievances and finding peaceful ways to resolve conflict. Some of the conflict resolution activities the Blair staff and students are engaged in include;

- Peer Mediation at the Middle School
- Advisory Period at the Middle School
- Western Justice Center
- Conflict Resolution

This fall, the Drama Department produced the play *Bang, Bang! You're Dead* and held two full days of open performances to the Blair School community. This evocative play looks at the result of school bullying and the tragedies that ensue by not responding to the victim, turned perpetrator's cries for help.

Kaiser Permanente offers in school assembly performances that deal with bullying and safe sex in a non-threatening, entertaining way. The Blair School gym is filled with middle and high school students who are fully engaged at these presentations.

The Black Student Union is an active organization on campus that meets weekly to plan events, namely the Martin Luther King Jr. assembly in January and the Black History Month assembly in February. Each of these programs offers students and staff the opportunity to come together and hear student speeches, music and poetry presented in an interesting and informative way.

PUENTE is a program that works with students who have a potential for college, and who are first-generation college-bound. Much of the program resides in the English class. Students "loop" with their English teacher between 9th and 10th grade in order to build a strong community between the students. Students take trips to various colleges in California and the counselor assigned to the Puente program helps those students apply to the colleges of their choice. Puente teachers and counselors meet annually to discuss and learn about new strategies to push Puente students to achieve academic success.

It is a two year program where students have the same English teacher for both ninth and tenth grade. Its focus used to be to attract first generation, college bound, Hispanic students to achieve academic goals and to stay engaged in school. The demographic has now changed to include all students of color. The program includes college visits and community service throughout high school.

Supporting Evidence:

- IB Projects
- Master schedule showing student enrollment in various IB, AP, HCA, VAPA courses
- Data Director showing District Quarterly Exam scores
- Aeries data on attendance and grades
- District approved textbooks and curriculum
- HCA data and projects

- Benchmark Café data/rosters
- AR data
- MWM data from Coaches
- IPP data collected from staff
- IEP data from Sp. Ed. Dept.
- Library circulation data
- Media arts, student made dvds of school projects such as Bang, Bang You're Dead and Ovarations auditions
- DVD of Orlando All Star Tour
- HCA data on Internships
- Handouts from trainings such as IB and Thinking Maps
- Club Charters through ASB
- ASB Meeting Minutes
- Longboat Café menus
- PUENTE Data
- Peer Mediation data from Middle School
- Learns Green Attendance Rosters
- HCA Blood Drive Documentation

Areas of Strength:

- Teachers are focused on improving teaching and learning across all subject areas, especially in math and English.
- International Baccalaureate Programme increases its number of IB Diploma students yearly
- Many opportunities for guest speakers and real-world, hands-on applications are offered through both in-school and after school opportunities.
- Health Careers Academy is expanding and adding Multiple Pathways.

Growth Areas:

- Greater access to technology for ALL teachers and students. Too many computers, printers, internet access are out of service and/or outdated
- More time for collaboration among grade levels, subject areas
- More opportunities for training in differentiated instructional strategies and those that focus on engagement and rigor to continue the increase in student achievement on high-stakes assessments.

Category D: Standards-Based Learning: Assessment and Accountability

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Summary of Findings

The Pasadena Unified School District has an infrastructure that is automated and computerized. This supports the school's ability to track student achievement and performance data.

The online database, Data Director, provides Blair with most of the assessment data for the tests that are administered throughout the school year. These exams include: District Quarterly Assessments (Math, English, Science, History), the Practice California High School Exit Exam (CAHSEE), the official CAHSEE, the California Standardized Tests (CST's), the California English Language Development Test (CELDT), and the Language Assessment Systems test (LAS), individually created teacher assessment results, and Blair's practice CAHSEE results. Aside from providing assessment data strictly through Data Director online, PUSD provides annual reports for the Fitnessgram (California State Physical Fitness Tests) and Language Assessment Systems (LAS) data as needed.

Blair teachers create their own organic exams, including those for CAHSEE, IB, and their own courses, utilizing Data Director for grading, reporting and tracking student progress data. Data Director also allows teachers, the Language Development Resource Teacher (LDRT), the literacy coach, the math coach, and administrators to create, upload, and review curriculum assessments to monitor students' progress in all his/her subject areas, such as the EDGE Assessment series, which measures the mastery level of all the EL students enrolled in the different levels of this ELD intervention program.

The online computer program, AERIES (which replaced the previously used program SchoolMax two years ago), provides Blair with records for daily attendance, a grade-book, and a grade reporting system. Daily attendance is reported online by teachers on an hourly basis (by the end of each class period). Blair's attendance clerk inputs attendance information each evening to an automated phone calling and email system that contacts the students' parent/s whenever the student is absent for one or more periods. The clerk inputs the information at approximately 2:30 to 3:30 in the afternoon and the phone and email messages are sent out about 6:00pm.

Teachers have access to their students' academic information, including attendance, multiple contact phone numbers, contact email(s), GPAs, and grades from other classes. This information can help the teacher monitor the students' overall performance in school, noticing strengths,

weaknesses and trends that may help the teacher target the students' individual needs to try to help them succeed. Many teachers currently use the AERIES gradebook to track student progress and calculate grades. Teachers input earned grades on assignments, tests, homework, etc. and monitor student progress in the grade book. Teachers may use the option of uploading grades from the grade book when grades are due at the end of each five week grading period. These grade reports are mailed to the home of the student for their parent/guardian's knowledge. The Parent Portal for AERIES gradebook allows the parent/guardian and the student to monitor their progress in each of the classes they are enrolled in. Parents also have the opportunity to update their contact information through the parent portal. Blair is one of eight schools currently piloting the Parent Portal for AERIES gradebook. Blair's eighth grade students were the first group of students and parents to receive log-in codes and the remaining grade levels will receive their log-in codes gradually by grade level throughout the second semester.

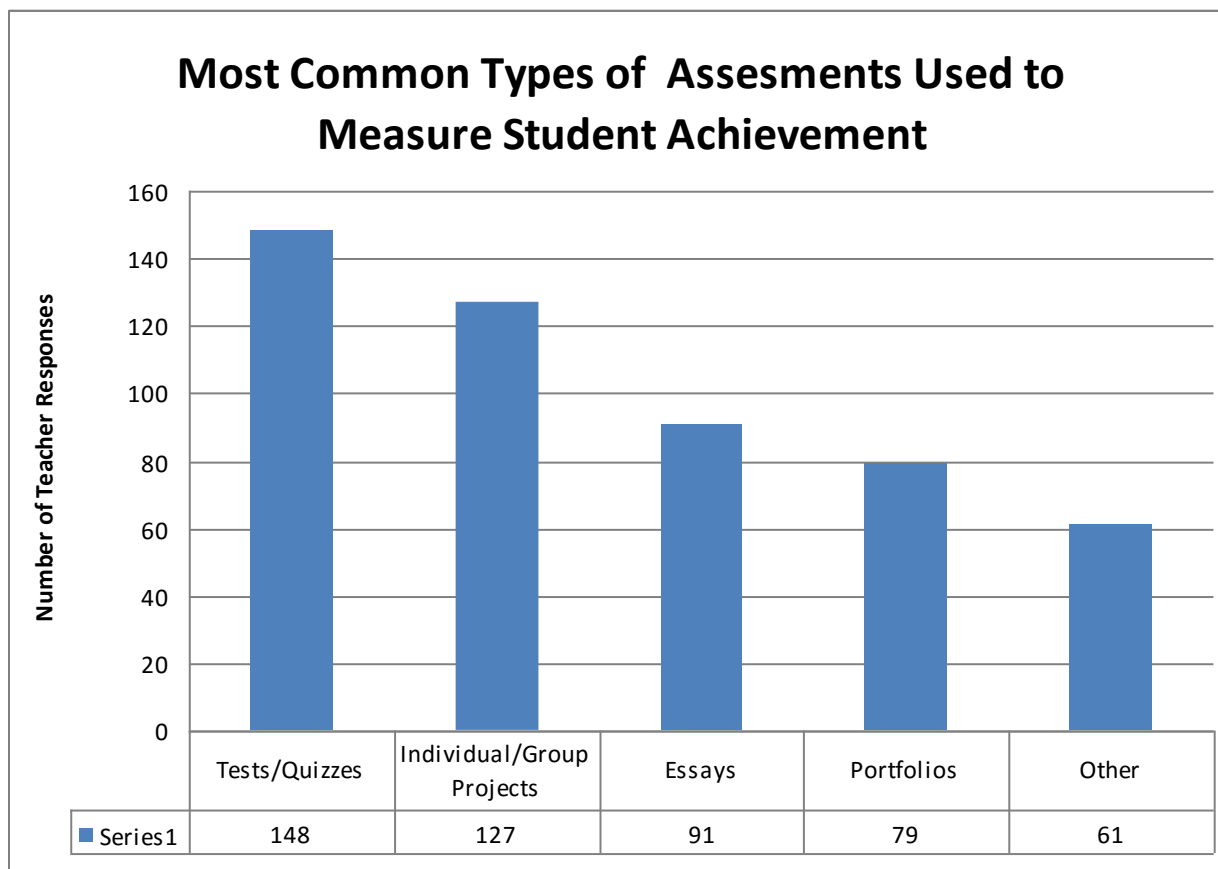
Aside from the grade report notification being mailed home, parents are periodically contacted by some teachers by phone and/or email. Parent conferences are held regularly when there are concerns or individualized needs. Counselors communicate to parents whose children are achieving low grades of all D's, F's, and/or I's using DFI Reports. Counselors are active participants in the high school Parent-Teacher Conference Nights not only to meet with parents but to share practice CAHSEE results and additional information.

The curriculum taught at Blair is California Standards based; however, Blair utilizes additional supplementary curriculum programs. Blair is in its second year of using the Every Classroom Everyday (ECED) model for teaching English and Math. Blair is one of only two high schools (Marshall Fundamental being the other) in the Pasadena Unified School District implementing the ECED program and curriculum. ECED Math practices mastery based learning through benchmark and capstone assessments. ECED English Language Arts (ELA) practices reading, writing, and fluency through high-order thinking projects and presentations.

Additionally, Blair offers the International Baccalaureate (IB) Diploma Programme and all students in grades 6-10 participate in the IB Middle Years Program (IBMYP). The MYP is a standards-based teaching model with the Areas of Interaction (AoI) embedded in lessons and units of study. Teachers administer IB common assessments in all subject areas except Math (due to the heavy focus on ECED). The Blair IB Coordinator collects IB assessment data from many departments throughout the school year, including common assessments and IB projects. These IB projects are a combination of classroom learning and experiential learning.

Blair teachers use their own classroom tests, quizzes, portfolios, essays, individual and group projects, presentations, performances, and research to assess student performance. A staff survey was administered in the beginning of the fall semester to determine the common student assessment practices that teachers used most. The survey was distributed during an A-Monday meeting and collected after about ten minutes of response time.

The table below represents teacher responses from the survey, showing the most common types of assessments used to measure student achievement. In general, the most common skill set applicable to student progress assessment are reading, reading comprehension and writing. Organization skills and verbal communication skills are also applicable.



Note: Teachers may have more than one response.

The data from the teacher survey shows that teachers use tests and quizzes the most to assess student achievement. Second most used types of assessments were individual and group projects. And third most used types include essays and portfolios. Lastly, the “other” category, which includes assessments such as oral presentations, power point presentations, and other various forms of audio visual presentations (i.e. short films), represents other forms of assessment that teachers are using to gauge student achievement. Although the data is not

dramatic it is helpful. Perhaps teachers who marked the “other” category can share the specific types of assessments they use to measure student achievement and teachers can collaborate on assessment practices through professional development opportunities.

Another communication tool used is the Blair website, which displays schoolwide achievement data (such as school API) and other schoolwide and community news and events such as testing schedules, fundraisers, and athletic game schedules, among many other items. In addition to the website, Blair’s administrative team, Family Resource Center personnel, and leading parent volunteers also send out weekly telephone and email Blasts, which inform students, guardians, parents, and stakeholders about reminders and events for the week.

Blair teachers create their class pages within Blair’s website as a way to inform students, guardians, parents, stakeholders about schoolwide events, classroom expectations, and resources. Teachers post unit plans, set benchmarks, post assignments, upload documents and set due dates on the website, holding students accountable for their school work. Online links to classes are an important space where students and parents can monitor their work for each class. Parents can email teachers by accessing contact information through the website as needed. Blair integrates technology beyond the school website as well. One example of online class work that is available outside of the Blair website our new R.O.P. filmmaking class, which posts student work at the ICM website and includes student scripts, storyboards, and films.

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Summary of Findings

Aside from the standardized tests mentioned in D1, teachers at Blair use a variety of assessment strategies on a day to day basis to evaluate student learning. With roughly 50 teachers and seven departments, there are a wide range of assessment strategies being employed from one class to the next. This collection of assessment strategies is gradually becoming more and more common, especially within academic departments. Examples of ways in which this has occurred include ECED in the subjects of Math and English with the use of curriculum-embedded assessments, and IB common assessments for some subject areas.

Over the past 5 years Blair has implemented a schoolwide configuration for all classrooms called the Whiteboard Configuration (WBC). The WBC organizes the subject matter for students by providing a standard structure that communicates daily objectives, homework, class assignments, due dates, and the “DoNow.” The DoNow is a pen to paper activity of no more than three to five minutes, to be worked on upon arrival to each class. The DoNow provides structure and gets students into the mode of learning as soon as possible. The DoNow can range from reviews of homework, spiraling standards (forward and backward), study of Greek and Latin roots, sentence

stems and helping verbs (for ELLs), to CAHSEE practice questions and vocabulary building for high stakes assessment, thought-provoking reflections, and CST practice questions.

Math teachers participating in the ECED program use a common assessment strategy for formal assessment. A set of benchmark and capstone assessments were created by the teachers to assess whether or not a student has mastered the concepts that have been taught over a specified period of time. After each benchmark concept has been taught, students take a five-question assessment on that specific concept. The results are usually made available to students the next day on the classroom mastery charts. Students know whether or not they scored 80% or better on the assessment, and can immediately begin to take advantage of the tutorial services in the Benchmark Cafe if they did not. Teachers use this data to modify their lessons and classroom activities to provide additional instructional support for students as needed. After a small cluster of benchmarks have been taught and assessed once, a capstone assessment (ten to fifteen questions) is given to allow students the opportunity to demonstrate mastery over time. Any student who has not demonstrated mastery of the concept twice at this point has two additional opportunities to take alternate forms of the benchmark assessment either in Benchmark Cafe or with their teacher.

Before students are formally assessed, Algebra 1 and Geometry teachers use a variety of informal assessment strategies to determine the students' readiness for testing. Scheduled formal testing may be postponed, and additional instruction provided if the informal checks for understanding indicate high levels of misunderstanding of the benchmark concept(s). In addition to the program-specific formal assessments, all math teachers administer the District Quarterly Assessments. The results from these assessments have been used to determine a department-wide focus, to drive individual and collaborative lesson planning efforts, to identify students for targeted intervention, and to arrange classroom seating charts.

ECED for ELA is a full curriculum with detailed lesson plans. The 9th grade curriculum focuses on writing, reading, and "the Power 10 reading skills and strategies," which are embedded in the daily lessons. Although ECED ELA is essentially a secondary curriculum, Blair has used it as a primary curriculum in the first semester for 9th grade students. In the second semester, teachers use the HOLT text and standards based curriculum but rely on the "Power 10 strategies" learned from first semester. The 10th grade curriculum is focused on writing (fluent sentences, paragraphs, audience, purpose, etc.) and preparation for CAHSEE. Assessments in ECED for ELA include formative and summative assessments, class discussions, oral presentations, debates, projects, and teacher feedback. This year the focus for 10th grade is writing to prepare students for the CAHSEE exam.

Teachers utilize the following assessments to measure student achievement: tests, quizzes, individual and group projects, essay writing, portfolios, presentations, reflections, daily assignments, skill demonstrations, performances, surveys, checking for understanding (written, verbally, orally, or kinesthetically), questions and short answers, homework, classroom

assessments related to daily instruction, Do Now's, think-pair-share, informal assessments, and formal and informal observations.

All of the formal and informal assessment strategies listed above are used in ways that inform the teacher and the student how well the subject matter is being mastered. The formal assessments include tests, quizzes, individual and group projects, presentations, essays, portfolios, and performances. The informal assessments include checks for understanding, short answers and questions, reflections, daily assignments, skill demonstrations and surveys. Regardless of the type of assessment, whether formal or informal, the feedback informs the teaching and learning process. The teacher sees that the students either have demonstrated mastery of the standard/s and can move forward, or have struggled with the standard/s and need additional practice (perhaps re-teaching, more guided practice, etc.). This cycle of teacher instruction, student learning through guided practice, followed by informal and formal assessments that provide feedback, help guide the instructional pacing.

Teachers reflect on the instruction and learning that takes place in their classroom using the Inquiry Protocol Process (IPP). Math and ELA department collect data to reflect the level of mastery that students have demonstrated in their content area for that particular quarter. The IPP provides departments the opportunity to summarize student progress by measuring mastery of content, noticing trends in strengths and weaknesses, and using this process to reflect on the teaching and learning processes that are taking place in the classroom. The IPP assists in lesson planning, pacing, areas for re-teaching, and targeting focus students to help move them up one achievement band, to proficient. Furthermore, teachers use the IPP for further teaching purposes including creating seating charts and cooperative learning groups. Core subjects utilize data from in the IPP by using Data Director to generate tests for their students based on their academic needs (questions address specific content standards that have not yet been mastered by many students in the class).

Special populations, including English Language Learners (ELLs), and students with learning disabilities and behavioral needs are provided with individualized education programs. In its third year at Blair, the Newcomer Center is the PUSD specialized program designed for students whose primary language is not English and who have been in the United States twelve months or less. This ELD program welcomes students in grades six through twelve who are beginning to learn English and have been identified as Initial English Learners (I-EL) by the Language Assessment and Development Department.

Newcomer students are enrolled in a daily English block schedule (period 1 and 2) class taught by a team of teachers who are experienced in teaching students to speak, read and write in English by scaffolding instruction and using differentiated instructional strategies to support student learning. Students receive extra support in content classes such as math, science and history the first two years after enrolling in this program. Newcomer students who start making the transition to general education, Blair offers them general education classes that include

physical education, art, and other elective courses. Beginning their third year, ELD level 2 students are mainstreamed into general education classes.

The standardized tests for ELLs are the CELDT and LAS examinations. CELDT is administered to all ELLs once a year during the month of October to measure the progress of all the EL students acquiring listening, speaking, reading, and writing skills in English. The CELDT results are received the last week in January, a few days short of the end of the first semester, which creates inaccurate projections and student placement for the following semester and the upcoming school year. The LAS (Language Assessment Systems) is administered to only ELL's levels 1 and 2 who choose to attend the district's Newcomer Center. Upon reflection, Newcomer teachers in conjunction with the Language Acquisition Development Department (LADD) office decided to administer this assessment twice a year as a more reflective and efficient tool (due to timely reception of test results) than the CELDT for measuring student's English proficiency. The LAS assessment mirrors the CELDT and assists the teachers to measure the student's growth at the end of the first semester and again at the end of the year.

All our Newcomer students have been supported through the computer-based program, ESL Reading Smart for level 1 and 2 students. The ESL Reading Smart course offers individualized, content-based instruction to develop English language proficiency with emphasis on literacy and academic language development. The course provides a newcomers' program and a multi-genre, multicultural reading program written on four levels of difficulty: Beginner (Level 1), Intermediate (Level 2), Early Advanced (Level 3), and Advanced (Level 4). Genres include Myths & Legends, Poetry, Short Stories, Biographies and Articles. Blair's Newcomer Center uses ESL Reading Smart twice a week for an hour.

Other intervention courses that support students in the Newcomer Center is the CAHSEE Revolution program for 10th grade students taking the CAHSEE for the first time. The CAHSEE Revolution program is not limited to only Newcomer students, but is open to general education students in need, including students from the Puente Program. Students in the Revolution program are pulled out of one class (either 5th or 6th period), 2 to 3 days a week, for 5 weeks prior to the testing date. Revolution is a computer based test preparation program, led by teachers students are familiar with. EL middle students have also been supported with the 60 Day Plan in preparation for the CST exams.

Students with learning disabilities and behavioral needs are provided with Student Study Teams (SSTs), Individualized Education Programs (IEPs), and 504 meetings as needed. A parent or teacher can request a SST meeting for a student in order to try to find solutions for assisting the student to improve in school. 504 meetings usually involve accommodations for students when a physical medical diagnosis is involved. The 504 is a legal document for such students and is not considered linked to special education. The information gathered and discussions held at the SST, IEP and 504 meetings are used to monitor student learning.

The IEP process includes case carrying monitors that keep record of individual progress and monitoring of goals on a quarterly basis. The IEP is a personalized program for individual students who demonstrate areas of need. The IEP meetings involve the special education and general education teachers, the counselors, psychologist, and administrator and parents/guardians. These individuals meet to discuss the students' progress, the areas of need, and set specific accommodations and modifications for the student. These modifications and accommodations are then applied in the classroom where teachers use specific strategies with the student. During the IEP meetings, individualized goals are also set for the students based on their needs, followed by ways in which the goals will be met. The process for achieving the goals usually involves further modifications and accommodations and also a monitoring system of progress toward these goals. Examples of modifications and accommodations include a modified version of a written test, use of open books/notes, placing the student in an alternate testing location, providing more time for the student to test, and providing oral praise for the student as a way to motivate learning.

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Summary of Findings

Blair counselors use conferencing, mailed letters, grade checks, four-year plans, and SB760 programs to monitor student progress toward academic standards and requirements.

For the middle school promotion requirements are used in conjunction with CST scores. Also, Conferencing occurs with all student and parents who score BB or FBB on the CSTs in math and/or ELA. In addition conferences are held with all students who have not reclassified as fluent. Letters are sent home with status and at each quarter for failing grades.

For the high school four year plans are developed during the ninth grade and each year updated with progress towards graduation. Conferences are held with all seniors in September and October and graduation status is updated after first semester. Conferences are held with all student and parents who score BB or FBB on the CSTs in math and/or ELA. In addition conferences are held with all students who have not reclassified as fluent. Conferencing also occurs with all students regarding passing the CAHSEE and passing the Fitnessgram (physical fitness tests).

At both the middle and high school levels there are 504 meetings, SSTs and IEP held. And lastly, counselors conduct individual counseling at least once a year for all students.

Blair assesses and monitors student progress toward achievement of the academic standards and the ESLRs through Data Director and AERIES as discussed in D1. Assessments include the

District Quarterly Assessments, progress reports, IB Assessments, CELDT and LAS testing, CSTs, practice CAHSEE exams, CAHSEE results, practice SAT exams, and physical fitness test scores.

The results of many of these assessments are available on Data Director and AERIES. Data Director provides detailed reports for student achievement which assist the teacher in addressing the learning needs of each particular class. One way in which teachers use Data Director is by using the data to develop seating charts based on student levels of achievement.

Teachers have daily standards posted in their “Aims and Objectives” section of the Whiteboard Configuration (WBC). Many teachers also post their Content Standards for the course(s) they teach on bulletin boards and walls of their classroom.

Core subject teachers, in the areas of math, English, science and social studies/science, prepare their students for the California Standardized Tests (CSTs) by using Test Release Questions in the spring semester as a part of the daily DoNow within the WBC. The percentage of questions related to each Standard is noted on the California Department of Education (CDE) provided Test Release Questions, which helps further guide instruction and test preparation.

In 2009-2010, staff realized that there was a need for parent conferences for high school students. First, under the leadership of the math and literacy coaches, they had two conference evenings: one for ninth grade and one for 10th grade. They were such huge successes that opening up to a all-grade level high school conference was inevitable. For the first time, in mid-November 2010, Blair held a Parent-Teacher Conference Night for *all* students grades 9-12. Although this is a voluntary teacher event, most of the teaching staff chose to participate. All of the individuals involved in Parent-Teacher Conference Night, including students, teachers, parents, volunteers, counselors, administration, JROTC cadets, and others contributed to this valuable event that established a good base for communication between students and parents and the school and teachers. At the Parent-Teacher Conferences parents/guardians of students are provided with transcripts, practice CAHSEE test results, and individualized time with all teachers regarding the specific progress in each class. This was a huge success involving administrative staff, parent and JROTC volunteers, 161 families, 31 teachers, and 3 counselors.

Since our schoolwide focus became math, students have developed a stronger awareness of their math performance and progress. The Math department works with students outside of class time to ensure that they are improving their achievements in math. The Benchmark Café is an optional time and place where students have the opportunity to practice and test their mastery of math standards and benchmarks. Students at Blair attend the Benchmark Café before school, at lunch time, or afterschool.

The ECED Math Benchmarking and Assessment system provides an accessible monitoring system for student progress in algebra 1 and geometry classes. Classroom mastery charts are

prominently displayed in each classroom at all times so students, parents, teacher and administrators can determine, at any time, the student's progress toward achieving mastery of the content standards for the course. 131

In the math classrooms, each teacher has a Benchmark/Capstone Mastery Chart posted on the wall for every class. The charts show students what has been mastered and indicate to the teacher areas for re-teaching. These visual charts are updated daily, serving as a reminder and motivator to students and teachers.

One other way student achievement and performance data is shared with parents, teachers, students, administrators and counselors by the school district is through Physical Fitness Test Scores. Each late August/early September the PUSD sends Blair a data packet of the Spring Physical Fitness Test scores (Fitnessgram) – providing information such as percentages by grade level (7th or 9th), test component, etc. One improvement for the future is to have these scores available for viewing/reviewing through AERIES – this training will occur prior to Spring testing season of 2011.

Blair's ESLRs have successfully guided and served its student body for the last six years, but in an effort to keep them meaningful and relevant, all stakeholders brainstormed, reviewed and revised the current ESLRs to ensure their relevancy to the current student population.

To begin the revision process, the WASC Leadership team reviewed the ESLRs at an after-school meeting and deemed many of them immeasurable. With permission from administration, WASC Leadership members organized an "A" Monday meeting where Blair stakeholders could review the current ESLRs and make suggestions on how to make them stronger. Before breaking into WASC focus groups, three criteria were given to the stakeholders to ensure the ESLRs met Blair's needs:

1. Are these ESLRs measurable?
2. Are the current ESLRs clear and easy-to-follow?
3. Are they relevant to our current population?

With data collected from the "A" meeting and research done on the ESLRs of other schools with similar populations, a second WASC leadership meeting was conducted at which time the team developed a new series of ESLRs. Because of the importance of reading through all of the feedback and applying much of it to the new ESLRs, a third after-school meeting was conducted to ensure all stakeholders' suggestions were considered and ample time was devoted to the development of these outcomes.

At the following "A" meeting, WASC team members were asked to review the revisions of the ESLRs and return any comments and concerns to their WASC group leaders by the following

Wednesday. The WASC Leadership team members met for a fourth time in order to review the newest revisions to the ESLRs. Although a majority of the feedback was positive, there were still several constructive comments that helped to ensure these important outcomes truly adhered to the criteria and were relevant to Blair's current population. 132

All Blair School graduates will:

Be an effective communicator through reading, writing, listening, and speaking for various audiences, contents and purposes.

Live an academically, socially, and physically balanced life through reflection and purposeful goal-setting.

Act as a responsible citizen who works collaboratively with others from diverse backgrounds through school, community, and global service projects.

Integrate technology proficiently in all content areas for researching and problem-solving.

Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.

Blair's academic departments address the ESLRs based on the grid below:

ESLRs Grid

ESLRs:	B e an effective communicator through reading, writing, listening, and speaking for various audiences, contents, and purposes	L ive an academically, socially, and physically balanced life through reflection and purposeful goal-setting	A ct as a responsible citizen who works collaboratively with others from diverse backgrounds through school, community, and global service projects	I ntegrate technology proficiently in all content areas for researching & problem-solving	R efine literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas
ELA	<ul style="list-style-type: none"> • 9th grade speeches (ECED) • Article of the Week (Summarize) • SUTW • Puente 9th/10th grade portfolios 	<ul style="list-style-type: none"> • Nutrition Network Presentations (for Newcomer students) • Portfolios (6th grade, Puente, 	<ul style="list-style-type: none"> • 9th grade ECED project ("how to lesson my carbon footprint?") • Newcomer Center field trips to promote cultural awareness 	<ul style="list-style-type: none"> • Research training by library • Catalog search training by library • AR quizzes – lessons on how to log-in, how to take a quiz, and 	<ul style="list-style-type: none"> • IB Diploma candidates – IB essays, oral commentaries, and research • Current events • District Quarterlies • Adoption of the EDGE curriculum for ELD students

	<ul style="list-style-type: none"> • Edge (ELD) portfolios • IB Diploma Oral Commentaries (11th grade) • Accelerated Reader • Quarterly Timed Writings • Summer Reading • ESL Reading Smart • Thinking Maps 	ELD) <ul style="list-style-type: none"> •Setting AR Goals • Puente Reflective Essay written at the end of the year •BBC 	<ul style="list-style-type: none"> • Those previously in Newcomer Center helping new members as well as helping at registration • One City, One Story (city project) • IB Volunteer hours • IB/MYP 10th grade project and those that lead up to the culminating 10th grade project 	understand how to read a student print out <ul style="list-style-type: none"> • Newcomer training of basic technology • CAHSEE Revolution •Use of audio books in several 9th & 10th grade classes • Use of the program “Google Docs” by several 9th & 10th grade classes •In many ELA classes, there is an expectation that all final drafts of essays, stories, etc....are to be type (word-processing skills) 	(more challenging than previous High Point curriculum) <ul style="list-style-type: none"> •Blair Book Club •Accelerated Reader (AR) •Thinking Maps •Poetry projects in 9th grade •SUTW •Summer Reading
Math	<ul style="list-style-type: none"> •Use content-based writing prompts to students must respond in complete sentences •Assign formal research papers •Assign projects which require both a written piece of work and an oral presentation •Have students present worked problem solutions before the entire class either individually or with a small group •Assign math activities that are done in collaborative groups 	<ul style="list-style-type: none"> •Require students to keep daily math journals of their class work, homework and notes •Require students to keep a reflective journal •Provide reflective journal prompts for students to complete after a lesson •Require students to complete test question reflection forms after tests and quizzes •Help students set goals for themselves after benchmark and capstone assessments that will lead to attaining mastery by the end of the semester. (This includes determining the content topics to attack first and the pace at which they must work.) •Set up parent conferences so parents can be aware of their student’s needs and can participate 	<ul style="list-style-type: none"> •Intentionally and purposefully place students into collaborative groups for class activities and projects •Establish classroom norms for collaborative groups •Assign roles to group members and explain their associated duties •Model being responsible citizens by serving as advisors for clubs and organizing special events for students and staff that promote school-wide and global community service 	<ul style="list-style-type: none"> •Teach IB Mathematical Studies, Advanced Math and AP Calculus students how to effectively and efficiently use the graphing calculator while learning the course content •Encourage students to use internet resources for their research and problem-solving activities •Provide usernames and password to students that give them access to online versions of their textbook and the accompanying online tutorials and ancillary materials 	<ul style="list-style-type: none"> •Administer District Quarterly Assessments •Integrate solving word and other multi-step problems into the learning activities presented to students on a regular basis •Explicitly model approaches to solving word and other multi-step problems •Require students to solve problems and give a step-by-step description of how they solved it (identifying specific skills and why they are used) •Require the middle school students to read and summarize “<i>math literacy books</i>”

		in setting and/or refining goals			
Science	<ul style="list-style-type: none"> •Science Fair •Presentations •Research Papers •Essays •Lab Reports •Journaling •Daily Quizzes •Tests •Quarterly Exams •Directed Reading •Note-taking/Notebooks 	<ul style="list-style-type: none"> •Layered Curriculum •Test •Reflections/Corrections •CST Goal Setting •Error Analysis 	<ul style="list-style-type: none"> •Lab Experiments •Group Work •Daily Classroom Participation •Group Projects 	<ul style="list-style-type: none"> •Online labs and simulations •Using CPO/Lab equipment •Use of Powerpoint for student presentations •Computer Research •Weekly Research Questions 	<ul style="list-style-type: none"> •Quarterly Exams •SQR3 •Review Questions •Do-Nows •Test Essay Questions •Etymology •Lab •Analysis/Data •Reflection and Conclusion Writing
Social Science	<ul style="list-style-type: none"> •Classroom Presentations •Essays •Research Papers •Reading Hmwk Assignments •Note Taking •Debates •Projects (ie Human Science Experiment) •DBQ's •Classroom Discussions 	<ul style="list-style-type: none"> •PEF Project •5-wk student reflection •Unit Plans •BBC Format •Do Nows •Report Cards/Progress Checks •Parent/Student/Teacher Conference •Night •Model UN •Future Problem Solvers Program •Portfolios w/Reflection 	<ul style="list-style-type: none"> •Model UN •Seating Chart •Ally Week •Collaborative Groups •Encouraged Voter Registration •Creating Diverse Groupings •Differentiating Instruction •Community Service CAS •Think, Pair, Share 	<ul style="list-style-type: none"> •PowerPoint/LCD use for student presentations •Computer Lab Use •Documentaries •Films/Creative Film Making •Online Textbooks •Document Cameras •Research Support provided by the library (web link) 	<ul style="list-style-type: none"> •Critical Thinking Questions •IB Projects •Extended Essays •Introduction of Content and Academic Vocabulary •Decoding Test Questions •Summarizing Text •Thinking Maps
VAPA	<ul style="list-style-type: none"> •Visual "A" (IB): aesthetic valuing (writing about what you see) •Reflections: Students reflect either on work recently completed or growth through a unit 	<ul style="list-style-type: none"> •Goals are set for performances •Goals are set for art showings •Written Reflections •Self-Assessments 	<ul style="list-style-type: none"> •Students work collaboratively in performance ensembles and participate in various outreach performance opportunities •Students participate in joint art showings for the community •Community outreach "Adopt an Angel" program through Blair's Health Academy Advisory •MLK artwork contest 	<ul style="list-style-type: none"> •Students are encouraged to implement internet research for their research projects •Communication with parents and students occurs via internet 	<ul style="list-style-type: none"> •Thinking Maps •Students use Arts-based textbooks •In art, students follow an IB rubric which challenges them to higher levels of thinking and achieving
World Language	<ul style="list-style-type: none"> •Levels 1-2 engage in three writing IB writing assignments in each semester. •Students do oral introductions in the target language. •When class sizes are adequate, 	<ul style="list-style-type: none"> •Periodic trips are planned and include travel to the following: France, Spain, Costa Rica, Mexico 	<ul style="list-style-type: none"> •Interview native speakers; •Speakers from FIDM pay us a yearly visit 	<ul style="list-style-type: none"> •Spanish 1 engages in a project which utilizes power point for presentations; •A written research report 	<ul style="list-style-type: none"> •Because there are no district standards for language and there is no state assessment by which to compare ourselves to other students or schools, we simply follow IB standards for reading and writing. •Our AP Spanish scores are

	students travel to a restaurant and order a meal in the target language. •Levels 3-4 & IB engage in daily reading, movie critiques and oral presentations.			the highest in the PUSD.	135
Physical Education	<ul style="list-style-type: none"> •Class discussions •Verbal feedback •Guided notes (fill-in/write-in the blanks, read along) •Daily posted objectives and standards •Classroom set-up and organization •Peer evaluation, peer feedback Group presentations 	<ul style="list-style-type: none"> •Emphasis on daily physical activity •Daily goals for movement skills •Goals for individual improvement •Creating fitness plans •Fitness testing – periodic assessment to monitor progress and modify goals 	<ul style="list-style-type: none"> •Emphasize routine and expectations for use of locker room (sharing facilities, caring for personal belongings, brining materials) •Team sports •Cooperative games •Peer-tutoring •Individual activities within a routine and structured classroom •Group performances (dance) •Community service (i.e. Marathon) •Governor's Challenge (24 Hour Fitness) •Team teaching – PE community – students have choice activities within the structure of PE department rules (student collaboration within teacher collaboration) 	<ul style="list-style-type: none"> •Required written Spring project for all PE students (poster or research paper based on grade level) •Audio used for fitness test prompts •Audio used for dance units •Handouts/guided notes with images and diagrams •PE department page and teacher pages on Blair website •Communication through email •Library research for students with long term medical excuses 	<ul style="list-style-type: none"> •Student reflections •PE Spring projects •Demonstration of movement skills •Explaining how to perform movement skills •Content literacy – vocabulary instruction (i.e. cardiovascular endurance, muscular strength, opposition, dominant, non-dominant, etc.) •Monitoring heart rate – comprehension •Cross curriculum focus each unit: <ul style="list-style-type: none"> □Historical background □Mathematical measurements □Academic work (writing, reading) □Scientific explanations □Arts for performance
Special Education	<ul style="list-style-type: none"> •Students participate in daily specialized academic instruction in literacy and communication skills. 	<ul style="list-style-type: none"> •Students work toward the completion of IEP goals focused on academic, self-help, and social behavioral areas of need. • Students create transition plans designed around post-secondary goals. In order to achieve these goals, each student has a series of objectives to meet during the academic year. 	<ul style="list-style-type: none"> •Students work on organizational and self-help goals designed to improve participation in the general education classrooms, attendance, and academic performance. 	<ul style="list-style-type: none"> •Students use computers during specialized academic instruction periods to create PowerPoint presentations, work on transition goals, and engage in supplementary mathematics activities. 	<ul style="list-style-type: none"> •Students participate in daily specialized academic instruction in literacy and communication skills.
Counselor	•Communication	•5 wk plans with	•Encourage student	•Access IEP pro, Data	•Conferencing with students

ng and Support Services	through e-mail, phone, mail, individual conferences, classroom presentations, and information posted on the Blair website •Clearly defining the A-G requirements, promotion requirements, college and career planning •College tours	Health Academy, goal setting with personal conferences and parent conferences, teaching students how to be organized through the use of planners and calendar applications	participation in community service for IB requirements, SAT testing (practice and actual), financial aid night, high school parent conference nights	Director, AERIES for information to share with students •Assist student with ACT/SAT sign-up online, online college applications •Mail merge documents, scan and copy/paste to e-mail grades, sending transcripts to parents	and parents regarding CST scores, CAHSEE exams (and scores), CELDT (EL reclassification), setting goals to meet and exceed standards for proficiency	136
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D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Summary of Findings

The Single Plan for Student Achievement is the driving document that reports the resources needed for each school year. Each department chairperson of the Instructional Leadership Team (ILT) meets with their department to review performance data, areas of need and the resources needed. Once this document is complete and recommendations for allocation of funds are expressed, the School Site Council (SSC) approves or disapproves the Single Plan.

Blair's goal to improve API in the 2008-2009 school year was a shared effort and embedded into the minds of all students, teachers and staff at the school. Blair's top priority was to improve student achievement in math due to our low representation of percent proficient in the subject.

The Instructional Leadership Team (ILT) decided to make Math the academic focus for the school. In the spring of 2008 we piloted the Math Departments' "Do the Math" program to determine whether it would be a feasible and beneficial program to implement completely for the 2008-2009 school year. After the pilot, we agreed to prioritize this very pressing need for improvements in Math and implemented the program in full force.

"Do the Math" used the program Accelerated Math – a resource purchased to provide all students the daily opportunity to develop their mathematics on an individual basis. All students were assigned a Do the math class, essentially a shorter length additional period, that involved practice problems and tests based on individual achievement of mastery of particular math standards.

The Technology Matching Grant has helped Blair continue to support Accelerated Reader (A.R.) this school year. The SSC has supported the funding for both A.R. and Reading Smart for ELLs. SSC helps decide the allocation of particular funds as they purchased the Accelerated math program for the 2008-2009 school year. 137

The Pasadena Educational Foundation offers teacher and school grants for the Pasadena Unified schools. This year our teachers were granted 11 of the 12 proposals, earning the most grants for any school in the district. Blair's grants were focused on experiential projects rather than strictly classroom based projects. The proposals were mostly student-teacher collaboratives – where teaching and learning occurs simultaneously among students and teacher.

The Pasadena Sunrise Rotary has adopted our school. For the past several years, they have sponsored two of Blair's students to attend the RYLA (Rotary Youth Leadership Award), a three day leadership weekend and they are also the Rotary sponsor of Blair's Interact Club. The Pasadena Sunrise Rotary has asked Blair teachers and other teachers in the district to apply for teacher grants up to \$400. This year, the Rotary gave 4 of those 5 grants to teachers at Blair. One of Blair's teachers will use the \$400 grant to sponsor 20 of her students to participate in the Model UN this year.

This year the PTSA awarded ten \$100 grants to Blair teachers for small classroom needs. Two examples from the Physical Education department were for teaching soccer and teaching four square. As small as it may seem, these grants from the PTSA are very helpful and beneficial for student learning and activity.

Lake Avenue Church adopted Blair back in 2003 and Lake Avenue Community Foundation partnered with Blair shortly thereafter as well. Religious organizations throughout Pasadena, Altadena and Sierra Madre were encouraged by our then superintendent Dr. Percy Clark to get involved in helping our schools. Lake Avenue responded to that call of action and chose Blair because it was a school in great need. Since that time Lake Avenue Church and Lake Avenue Community Foundation has helped Blair in numerous ways.

Lake Avenue members volunteer in a multitude of capacities around the Blair campus from library assistants, to front office administrative help, to handyman fix-it volunteers, to staffing Viking Days at the beginning of each year, to work day labor and so much more. They have also provided financial resources through both monetary donations and in kind gifts such as computers, paper and classroom supplies. Lake Avenue has provided teacher and staff gift cards at the beginning of the school year for Office Depot, Staples, and Angels Supply. Lake Avenue members filled hundreds of backpacks and individual boxes with school supplies for students in need. The involvement of Lake Avenue Church and Lake Avenue Community Foundation truly has been very significant in helping us build a stronger more vibrant and successful academic institution for our students and their families.

Supporting Evidence:

- Data director assessment data
- CAHSEE practice exams
- ARIES attendance data
- ARIES student information profiles
- ARIES gradebook
- ARIES parent portal sign in page
- Parent contact logs sample
- DFI report sample
- Parent-Teacher Conference poster
- ECED ELA manual
- IB Diploma work samples
- IB common assessment samples
- IB performance data
- IB project samples
- IB rubric
- Teacher survey for student assessment practices
- Blair website printouts
- API reports
- Email Blast samples
- Blair website teacher webpage samples
- ROP filmmaking ICM website printouts
- “Blackboard” (whiteboard) configuration document
- DoNow/WBC pictures/samples
- Benchmark Café postcards
- Math capstone assessment samples
- ECED ELA Power 10 skills (manual)
- ECED online survey computer lab schedule
- PE student portfolios
- PE quiz samples
- IPP sample from PE
- IPP PPP from PE
- CELDT/LAS data
- ESL Reading Smart sample
- SST meeting notifications
- IEP meeting notifications
- IEP samples
- IEP modified written exams from PE

- 4 year plan samples from counselors
- Parent-Teacher conference night sign in sheets
- Parent-Teacher conference night list of teachers
- 9th grade Parent-Teacher conference English/Spanish
- Math benchmark/capstone mastery charts
- Physical fitness test scores data
- Single plan document
- Do the math growth summary
- AR handout on expectations
- AR testing schedule
- PEF grant proposal sample from PE
- PTSA grant proposal sample from PE
- Lake Avenue Church documentation

Areas of Strength:

- Significant API growth over three years
- ECED in Math and ELA
- Math Benchmark Café
- Teachers use a variety of assessment strategies
- Assessment data is used and analyzed to drive instruction, allocate funds, improve achievement

Areas of Growth:

- Time and training in the implementation and analysis of data for IB Common Assessments
- Monitoring system for ESLRs
- Teacher collaboration for assessment and accountability (sharing strategies, best practices, and targeting students in need)

Category E: School Culture and Support for Student Personal and Academic Growth

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E1. *Does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process? Comment on the effectiveness of involving non-English speaking parents?*

Summary of Findings

Blair High School has been making strides in how the school involves parents and the surrounding community. The increase in parental involvement in the last five years can be accredited to many activities the school has been developing. The growth of the Parent/Teacher/Student Association, the involvement of parents at the middle school level, English Language Advisory Council (ELAC), the School Tours, Preview Days, Viking Days and parental volunteers during school hours have all been factors in the growth of parental involvement at Blair.

Parents and the community are notified of Blair's activities by phone announcements made by Blair's administration Sunday nights in both English and Spanish. The phone announcements cover activities for the entire week that appear in the bulletin posted in main office. There is also an e-mail blast sent out by parent volunteers. Blair E-blast contains the detailed weekly bulletin, the Vikings Sports Calendar which contains times and locations for Blair's teams, a Community Calendar with links to events occurring on Blair's campus or in Pasadena, enrollment information, school tour dates, a section for Important Upcoming Dates, a College Corner with information for both students and parents, and contact information for the volunteer who sends the blasts. The Blair High School web page also has information for parental and community involvement opportunities.

The Blair web pages are set up into eight categories, Schools, About Us, Academics, Calendars, Students, Alumni, Athletics, and Teachers/Staff. The Schools section of the website contains an overview of the entire school and then divides into the High School and Middle School campuses. The *About Us* section includes the *Principal's Message*, the *Mission and Vision Statements*, *School Profile*, *School Tours* information, a *FAQ* (Frequently Asked Questions), and the *Policies and Procedures* page (*Enrollment Procedures*, *Withdrawal Procedures*, *Attendance Policy*, *Tardies*, *Cell Phones*, *Leaving School During the School Day*, *Emergency Phone Calls*, *Notice of Search Policy*, *Random Search with Metal Detectors*, *Sexual Harassment*, *Bus Passes*, *Bus Behavior*, *Health Office*, *Uniform Dress Code*, *P.E./Gym Uniforms*, *A.S.B. Cards*, *I.D. Cards*, *Extra or Co-Curricular Activities*, *Eligibility Policy and Athletic Eligibility*). Blair's *Academics* page contains links for all departments. From the department's pages parents can access each teacher's page which includes a brief profile on the teacher, syllabi, links for homework, class work, projects and the teacher messenger center that sends messages from Blair's website directly to each teacher's email address. Teachers are also asked to keep their pages current throughout each semester. The *Calendars* page links to the *Athletics Calendar*,

Community Calendar, and the *Master Calendar*. Blair's *Students* pages contain links for *classes/homework*, the *bell schedules*, *Bus Pass Information*, *Community Service Requirements*, the *Dress Code Policy* and *Volunteer Opportunities*. The *Alumni* page includes a registration form and directory. Blair's *Athletics* pages include *Sports by Seasons*, policies and procedures and the *Sports Booster Club* page. The final section of Blair's website, *Teachers/Staff*, contains a *Staff Directory* and the *Faculty Profiles* page.

The English Language Advisory Council (ELAC) at Blair disseminates information and offers parent training workshops regarding immigrant needs, language acquisition, California State Standards and testing, and coordinates with other ELAC groups with the Pasadena Unified School District. Many of the parents that participate in ELAC also support the community by volunteering during school hours, helping set up for various school functions as well as donating food items for the PTSA "First Thursday" meetings. Many of the non-English speaking parents also volunteered their time during the annual Viking Days which allows students to register for classes, acquire their books and meet with several of their teachers before the school year begins.

The "First Thursday" meetings of the Parent Teacher Student Association (PTSA) were set up in order to have parents "break bread" and come together as a community. Food is brought by parents for a buffet style meal before the actual meeting and parents are encouraged to have dinner followed by participation in the forums. The "First Thursday" meetings begin at 5pm when dinner is served. There is a half hour General Meeting from 5:30-6pm then a forty-five minute Special Topic selected by the Hosting Group, followed by the pull-out parent support meeting: Athletics, ELAC, Music Boosters, Special Education, and International Baccalaureate Students ending around 9pm. "First Thursdays" have begun to include a department presentation at each PTSA meeting.

The English Department presented the Accelerated Reader Program to the PTSA during the November 4th, 2010 meeting. Groups of parents were paired with an English department member and had the program and its components explained. The following meeting was attended by the Math Department on December 2nd, and covered the Every Classroom Everyday policies and assessment components. The Special Education Department's presentation on January 13, 2011 covered the overview of the department focus of the department, which is to support students in meeting the challenges of academics and prepare them for life after high school as well as the Therapeutic/Academic programs available to students and parents, as well as data covering CAHSEE results, CST proficiency scores in Math and English Language Arts.

Other areas of parent involvement are Preview Days and Viking Days. Preview Days are scheduled during Saturdays and consist of a 90 minute campus tour as well as talks with teachers that answer questions like what an IB school is, what programs are offered, and how to enroll at Blair. Viking Days are mandatory days for both parents and students at Blair whether they are new or returning. Students are required to be in Dress Code the day they are scheduled. The days are broken in five critical items, Forms, Academic Preparation, Finances, Logistics, and

Supplemental Information Distributed. Vikings Days are essential to incoming and returning students because they allow for verification of emergency contact information, the signing of student/parent contracts, presentation of the school policies to parents, sign ups for the Blair LEARNS afterschool programs, information on the Regional Occupational Program (ROP), ID photo opportunity for students, and receiving the student schedules. At this time parents and students may have an opportunity to talk with teachers that appear on the student schedule to ask questions and get answers.

Blair also distributes information for the Families in Transition program. This program provides families who are homeless with children attending PUSD with adequate clothing, personal items and school supplies. These items are donated to the program and all families within the program have access to the goods throughout the year or as needs arise.

Blair High School began using professionals from various trades in a Career Day targeted for the 10th - 12th grade in the 2009-2010 school year. The guest speaker was NBC reporter Beverly White. Career Day at Blair utilized the professionals from various areas of the workforce to explain to students what their field was, how they arrived in that particular field, as well as the requirements needed and time for questions and answers. Students were given the opportunity to choose which fields they would like to learn more about and were then allowed to participate in two half hour panels.

Blair Middle School began their Middle School Conferences in order to have parents participate fully in their students' academic careers. The conferences began with a parent communication to a counselor. The counselor would then accommodate the parents by creating a timeslot for the meeting on the Google Calendar that all Middle School Teachers have access to. Appointment sheets were then placed in teachers mailboxes. If teachers were not able to attend then comments, current grade and citizenship were placed on the sheets and returned to the counselors' mailboxes. Conferences were held either during the common planning time or afterschool. The goal was for each and every single Blair Middle School family to have met with teachers from the beginning to the end of the school year.

During Back to School Night parents had opportunities to sign up for specific slots during the month of November. This is the scheduled month for all middle school conferences at Blair. The 7th and 8th grade teachers met in the same room and parents rotated to be able to meet with all core teachers. By giving parents the ability to choose dates and times to meet with each teacher, communication and relationships were built that allowed for student accountability to be demonstrated by both the parents and teachers at Blair.

Blair High School began Parent/Teacher Conference Nights to meet with parents in order to disseminate student data. The idea came from the successes of the Middle School's Parent/Teacher conferences that were taking place throughout the year. The first high school Parent/Teacher Conference Nights were held on main campus in the Blair West cafeteria on

February 10th and 11th, 2010 for Tenth grade parents. A single night was offered on March 23rd, 2010 for 9th grade parents. Parents came in and were greeted by two teachers with information about the night and were then sent to their students' counselor. Parents then went around the room with teachers in attendance and were shown grades, Accelerated Reading Levels and sophomore practice CAHSEE data results. Because the conferences were scheduled for the 9th/10th grades the setting was more intimate and parents were able to speak with most of their students' teachers. The parents in attendance remarked that they truly enjoyed the conferences in the Spring Semester but did not understand why there were no conferences in the Fall Semester when students were beginning to have trouble.

The course of action was clear and for the first time in Blair's history the 11th and 12th grades were added to conference night in the fall of 2010. The event, which took place November 18th, 2010 marked the first time parents of all grade levels were able to meet teachers on Blair West Campus' gym. Turn out for the event was calculated at one hundred sixty families, 31 teachers who volunteered their time along with the JROTC, who assisted parents and teachers in announcing times for each conference, and parent volunteers for the three hour night.

Parents and students looked at grades, CST scores, Accelerated Reader Reading levels and goals, math scores, PE Fitness tests, IB projects, as well as Practice CAHSEE data results for the sophomores. Parents could move from one instructor to the next as needed. The conferences were set at roughly seven minutes so as to allow for each family to see all of their student's six teachers. For the non-English speaking parents, translators were available upon request and were moving around the gym and accessible so that parents could fully utilize the time set aside for them. By setting aside time for these conferences, parents and students expressed the expected schoolwide learning result of Live an academically, socially, and physically balanced life through reflection and purposeful goal-setting.

E2. A) *To what extent is the school a safe, clean, and orderly place that nurtures learning?*
 B) *To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement? Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

Summary of Findings

- A) Blair High School is a safe, clean and orderly environment that nurtures learning. The school's environment has changed drastically in the past three years. Blair strives to be a school that nurtures all students and provides them with a safe learning environment. Blair High School has policies, resources, and regulations in place to ensure a safe, clean and orderly environment that nurtures learning. The Comprehensive Safe School Plan was revised by Assistant Principal Jesus Ruiz for the 2010-2011 school year as the report from 2008-2009 was not re-written. At the outset of the current school year dress-code

had been an enormous issue that plagued the middle and high school. Despite this setback, the faculty rose to the occasion and helped during passing periods and their conference periods to ensure the dress code was being enforced on both campuses. Teachers had been reminded to send students down to the Dean's Office to have students change out into appropriate "Blair Wear," which are articles of clothing that have the Blair school colors and logo. Teachers will typically stand at their doors and greet students while also checking to ensure that dress code is being worn by students. This year both the high school and middle school lockers were removed from both campuses and students have not been out in the hallways loitering or wasting time going from locker to class. The simple removal of lockers had an immediate impact on how many students were loitering in the hallways. Without lockers students have no reason to wander the hallways and interrupt classes.

The largest impact on campus safety so far has been the number of security available to Blair High School. The 2010-2011 school year began with three security guards between the middle school and main campus. Within a matter of weeks one of Blair's security guards was reassigned to another high school within the district. The Dean's Office asked all teachers to help patrol the hallways during passing periods and their conference periods.

The school campus is clean and the custodial staffs strive to attentively maintain all rooms in clean and orderly fashions. Blair's custodians are prompt when their attentions are needed in a classroom during the school day.

Blair High School's staff is committed to high expectations for all students and a focus on continuous school improvement. Blair High School staff engage in professional development that brings excellent teaching strategies to the entire school. Research and innovative teaching techniques and practices are shared in formal and informal ways. Blair High School also promotes opportunities for professional development provided by the district and from the Los Angeles County Office of Education for teachers and staff.

- B)** The teachers at Blair High School foster professionalism and sharing of best practices in the forms of goals, projects, and team collaboration from all departments. Blair also incorporates the IB Unit Planner, which is sent to the International Baccalaureate Program as a complete package with units from every department, to help organize and guide instruction throughout the year with the California State Standards embedded within units. Unit Planners are created with the IB overarching question in mind.

The IB Middle Years Programme, or MYP, allows students to delve deeply into the Areas of Interaction through investigation, designing, planning, creating, and reflecting

on a project chosen by student groups. By taking the Areas of Interaction (approaches to learning, community and service, human ingenuity, environments, health and social education) which provide the focus for the connections made between disciplines so learning becomes interrelated and coherent, students are included in the process of assisting with the improvement of the school. The Ninth Grade IB Technology project created presentations that assisted 7th and 8th graders in learning the Areas of Interaction and how they affect all areas of learning. The 10th grade Personal Project is completed during the final year of the MYP. It is the culminating project students complete to earn the IB Middle Years Programme certificate. The Personal Project is related to the areas of interaction and is solely based on the students' personal interests. There are three components to this project: 1) the project itself; 2) a five page paper explaining the process, how it relates to the areas of interaction, and a reflection piece; and 3) an oral presentation. While the project itself is completed outside of the school day, the other components of the Personal Project are completed in their World History class. We have had a number of great projects in previous years; for example, we have students creating a board game, filming a skateboarding video, writing a self-help book for teens, creating original pieces of art, and many more. Blair High School provides caring, concern, and high expectations for students that honor individual differences while being conducive to learning.

The creation of a California Future Problem Solving Program in 2003 at Blair has seen continued growth. Each year the students in the FPSP have worked diligently to improve and develop critical and creative thinking skills through learning an approach to research, brainstorming, critical analysis that is employed by governments and companies around the world, most notably by the renowned global design consultancy, IDEO, which helps design products, environments and digital experiences. The program's aims are:

- Collaborative teamwork under time pressure;
- Dissection and structuring of complex problems;
- Brainstorming creatively;
- Researching broadly and discerningly;
- Informed, transparent decision-making.

Students research topics in depth and explore their social, political, economic, and technological implications. Teams then brainstorm and explore the challenges posed by each topic and complete the process by detailing and evaluating potential solutions. Their analysis and solutions are reviewed by a panel of judges who provide suggestions for improvement in addition to an overall score. Students participate in two practice rounds to prepare for the competitive events that can advance them to state and international levels of competition.

Students at Blair have participated in the National Day of Silence for well over a decade. The National Day of Silence Founded in 1996 has become the largest single student-led action towards creating safer schools for all, regardless of sexual orientation, gender identity or gender expression. Because of its participation for the National Day of Silence and Ally Week, Blair has been named a Safe School for teens that are lesbian, gay, bisexual and transgender. Supporters are given an Ally Week pin as well as the National Day of Silence Card that after signing is placed in the glass case adjacent to the main office. The involvement of the Gay Straight Alliance Club in the school has helped make Blair a safer environment for students of various orientations.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Summary of Findings

Blair High School has worked to ensure that students are receiving the proper support and individualized learning plans, when appropriate and necessary, for academic success through the assistance of Blair's counselors, school psychologist and the Newcomer Center.

Blair High School's Special Education Department had been working closer with all departments to ensure students were receiving appropriate support in the classroom. Each student's Individual Education Plan (IEP) was given to the general education teacher and, if teachers required, the Special Education Department assisted in the implementation of accommodations/modifications to support the student and ensure academic success. This year the Special Education Department asked teachers to monitor the progress of their students with IEPs and report their observations back to the department. Teachers continue to participate in the Student Study Team process to help identify the needs of students that could benefit from IEPs in order to ensure academic success. The District is moving from identification of students from teacher/parent recommendations to a Response to Intervention (RTI) which integrates assessment and intervention within a multi-level prevention system to ensure a student is receiving maximum achievement and reducing behavioral problems. Students at risk for poor learning outcomes are monitored by schools in order to track their progress, provide evidence-based interventions and still be able to adjust their intensity dependent upon the student's responsiveness.

Teachers at Blair are active participants in the IEP process and collaborate with parents in meetings to ensure that the students involved are accomplishing or approaching their goals. All students receive appropriate support for academics at Blair High School. Teachers have time before, during and after school in which to assist students with work. Many of Blair's teachers make themselves available to students during nutrition and lunch breaks as well. Students know that if their teacher is not available to help them another teacher on campus is accessible.

Pasadena Unified School District's Newcomer Center is also housed at Blair High School. The program was designed for students in grades 6-12, whose primary language is not English and have been in the country for twelve months or less are placed on campus. The program offers English Learner (EL) students support and instruction in speaking, reading, and writing in English. Students at the Newcomer Center receive daily instruction in English Language Development (ELD) and in their grade level content area classes by grade level teachers who provide literacy instruction and extra support in math, science, and history. Newcomer students are given extended time to learn English and support to pass the California High School Exit Examination (CAHSEE) offered to the students in order to achieve all their academic goals.

Blair High School offers referral services in health, career, personal counseling, and academic assistance. Referral services are available to all students and are normally handled by School Psychologist Ingrid Alvarez. Ms. Alvarez provides assessments which may/may not determine special education eligibility and services, along with counseling interventions through teacher or parent referrals and crisis response. For academic counseling, students are able to access courses through Mrs. Karen Favor, Ms. Vanessa Torres, or Ms. Carole Caputo. Students are able to access the Regional Occupational Programs (ROP) at Blair High School through Mr. Federico Saucedo.

Students at Blair High School are given time to meet with their counselors. This comes in various ways, such as the middle school students meeting with their counselors for the programming of their classes, with the Ninth grade, counselors meet each student individually to develop four-year plans, sophomores meet to review their four-year plans from the previous year and begin the decision making process when entering either the Health Academy or the full IB Diploma program as well as looking at CAHSEE test results. Eleventh graders are met with to set dates and mark off deadlines for SAT testing and college applications. The Twelfth grade class meets to finalize college applications, tracking of deadlines, meeting for waivers of the SAT/ACT as well as the senior checklist before graduation.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Summary of Findings

The involvement of students in curricular/co-curricular activities at Blair is extremely high. Students participate in the schools CIF certified sports programs, participate in programs like the JROTC, Puente Program, Health Careers Academy, Blair BIBS, Choir, Ovations, Year Book for both the high school and middle school, Peer Mediation, Model UN, Future Problem Solving Program, Drumline, National Honor Society. Students are encouraged to participate in extra curricular activities to be more well-rounded students.

Blair High School provides ample personal support services as well as opportunities at the school and within the community for all students. The school does so with a variety of programs at its disposal. Students are able to participate in activities and clubs that allow for understanding as well as working through group dynamics brought about by individual differences. The Clubs available to students this year were: The Black Student Union, Asian Student Association, Blair Christian Club, BPAC, FHA-HERO Club, French Club, Gay Straight Alliance, Interact Club, Junior Interact Club, L.A.S.A., Puente Club, and the Spanish Club. Each Class is also chartered through the Associate Student Body with either Dr. Jones or another Faculty advisor.

Traditions have been a major part of Blair's successes in the past five years. Blair has made gains because of the buy in from students due to having extra-curricular activities and traditions created in a ten year period. In past years, Blair had a mix of pep-rally style assemblies and instructionally focused assemblies. Some of the instructionally focused assemblies have included the MLK assembly, hosted by the Black Student Union, and the Health Academy hosted Kaiser Permanente play, *Secrets*, which dealt with the topics of STD education and prevention. Some of the traditions have been the Welcome Back Assembly, which includes parents and the Middle School to come together and celebrate the past years' accomplishments, the Hello, Goodbye Assembly that moves the 11th grade students to the coveted 12th grade seats as the entire Blair community says farewell to our Senior class. On May 7th, 2010 Blair hosted inspirational speaker Nick Vujicic in part with Lake Avenue Church. Students, parents, and community members came to hear and see this amazing speaker in a filled to capacity gym. This year Blair's administration wanted to ensure all assemblies during class time were instructional focused. Pep rally-type assemblies are still a part of the Blair Tradition, only this year they are done at lunch.

The Blair High School Sports programs have been growing over the past four years. With changes in the coaching staff, Blair's teams have been getting stronger each year and are better at retaining players in their respected areas of athletics. As more students enter the high school the programs are able to compete at higher levels in the California Interscholastic Federation (CIF). Fall sports offered at Blair are Boys and Girls Cross Country, Boys' Football, Girls' Volleyball. Winter sports include Boys and Girls' Basketball and Soccer. While Spring sports include Boys' Baseball, Girls' Softball, Swimming and Track and Field.

Junior ROTC is an elective high school course taught by military personnel at selected private and public high schools in the United States and its territories. Established by Congress in 1916, Army Junior ROTC has demonstrated over the decades that it works! Junior ROTC Cadets generally graduate from high school at a higher rate than the school as a whole, and principals, parents, and former cadets consistently endorse the positive impact that Junior ROTC has had on the school, the community and the cadets themselves. To motivate and develop young people is the goal of Junior ROTC. To accomplish this goal, it combines classroom instruction and extracurricular activities oriented on attaining an awareness of the rights, responsibilities, and

privileges of citizenship; developing the Cadet's sense of personal responsibility; building life skills; and providing leadership opportunities. It stresses achievement of a college education as a basic building block for their future. Cadets are organized into units along military lines and are taught by retired military personnel, but Junior ROTC does not recruit students for military service. Instead, its focus is on developing young people and orienting them positively in preparation for whatever role in life they might choose. It is in this sense that Junior ROTC is part of the Army's service to the nation. The JROTC has garnered attention throughout the district for its discipline, formations and its community service. The program recently participated in their Tri-annual Inspection in which the program was running on a 70% class of brand new cadets. Though they missed maintaining their Honor Unit with Distinction by 15 points, the cadets still scored in the range of Honor Unit and are currently drilling in order to try again for the Honor Unit with Distinction.

The Future Problem Solving Program, the Model UN, and the Peer Mediation group have also been expanding their respected programs for the school on the main campus and Blair East Middle School Campus. The Peer Mediation Group is made up of students that volunteer to be peer mediators.

The process established has students filling out Mediation Slips located around both campuses office areas. Anyone in the school community may make referrals (staff member, students, teachers, etc.). After a violent incident between students, depending on the case presented mediation might be suitable after suspension. Once the slips have been returned to the coordinators box the appropriate mediators are chosen and the mediators contact the disputants and explain the process to them. Mediations occur in a private room afterschool when disputants and mediators can meet with an Adult Coordinator. Mediation then takes place, which can last an hour and which follow-up sessions can be scheduled if the case is not resolved during the meeting. Follow-up on the outcome takes place a week or two after the mediation. All records go to confidential files and kept in a secure location. Records are not opened except for the following reasons: abuse, drugs, alcohol, weapons, someone is being or going to be physically hurt, sexual harassment, or any other type of danger to others. The Peer Mediation Group also assisted after the presentation of "Bang Bang, You're Dead" with a question and answer session for the middle schoolers.

The Performing Arts Department has made strides in its growth. The department is made up of three sections, Drama, Choral Music and Instrumental Music. Blair High School School choral music program offers instruction in several musical styles from traditional gospel to Broadway and American classics under the direction of Benita Scheckel. First semester culminates in a Christmas Concert which showcases the talents of our choral students. In addition to two periods of chorus during the school day, there is an after-school choir class, a smaller ensemble group called the Blair IB Singers (BIBS) and the opportunity to audition and be cast in Blair's spring musical revue, "Ovations." Through a generous effort by the Pasadena Playhouse the 2009-2010 "Ovations" performance included songs from the Tony Award-winning musicals Chicago and

Little Shop of Horrors. It also highlighted numbers like Michael Jackson's "Beat It," Slumdog Millionaire's "O Saya" and a Latin dance number choreographed by "Dancing with the Stars" choreographer Christian Perry. The performance choir and the Blair IB Singers (BIBS) perform for special events and company parties throughout the Pasadena area. The choir also competes in choir competitions. Blair IB School offers instruction in Band and Orchestra instruments, plus guitar, bass, and drums. The Band performs diverse literature from Concert Band to Pop to Jazz/Rock. Blair has instruments available for students to use and we teach from Beginning to Advanced levels. Performances include formal concerts, sport events, and school/community events.

Blair also took time out for the play, "Bang, Bang, You're Dead," originally conceived by William Mastrosimone. The Drama class, under the guidance of Mrs. Benita Scheckel, performed the play over three days in the beginning of December to sold-out shows filled with students and parents. The impact on the administration was such that time was scheduled for classes to see the production which deals with violence in school. Both the middle school and high school were granted time to view this student performed play with time afterward for a question and answer period. The inclusion of "Bang, Bang, You're Dead" this year was an integral piece of providing opportunities for students to both participate on the stage and in the audience. The play also covered a topic that was important for the school since bullying has been an issue many schools around the country have been facing. By giving the topic a forum for both students and faculty to deal with the emotions that come from acts of violence Blair has provided an incredible and highly engaging curricular and co-curricular activity.

Students in Blair's visual arts department had opportunities to work with Pop artist Romero Britto. Britto is a Brazilian artist who is Miami-based. He is an internationally-known pop artist whose work is acclaimed for its use of vivid colors and elements of pop art, cubism and graffiti painting. Last year Blair visual art students were also given a grant to create prints like a leader in the American Printmaking movement named Frances Gearhart. Her work was displayed at the Pasadena Museum of California Arts (PMCA). A field trip and printing supplies were included for students with this grant. The prints were included in the "No Boundaries" art exhibit.

For the past two years Blair High School students have volunteered at the Pasadena Marathon, providing support for runners, passing out waters and assisting in the cleanup.

The Puente Project continues to flourish on Blair IB's campus. The Puente Project is a national-award winning program that for over twenty-five years has improved the college-going rates of tens of thousands of California's educationally disadvantaged students. The Mission of the Puente Project is to increase the number of educationally disadvantaged students who enroll in Four-Year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. Each Puente class maintains or surpasses the Puente goal of 90% passing rate on the English portion of the CAHSEE the first time Puente Sophomores take the exam. Last year's passing rate was 91.9% for the Puente Sophomores of

the class of 2012. Puente students can be found in many of the school's other programs such as the JROTC, Health Academy, Upward Bound, Adelante Mujer, EAOP and the ROP programs.

The Health Careers Academy is a three-year course culminating in a one hundred and eighty hour internship. The Academy provides students with hands-on training in patient skills areas (vital signs, charting, first aid, and CPR), while providing knowledge in health care issues like ethical and legal responsibilities, environmental and safety issues and the health care delivery system. Career planning skills including interest surveys, career options, and job search skills are included while incorporating topics like math, medical terminology and speech and writing skills. While maintaining interest and hands-on training for students, the course load also has modified English, Math, History and Science that complement the mandatory laboratory sessions. Students in the Blair High School Health Careers Academy partake in the internship programs provided at Kaiser Permanente, Huntington Memorial Hospital, Green Street Dental, Raymond Animal Hospital, City of Hope, Planned Parenthood, and the Sierra Madre Fire Department.

The Regional Occupational Program (ROP) provides Career Technical Educational training to meet labor market needs in the following program areas: Business Occupations, Creative Arts Occupations, Health Related Occupations, Home Economics - Education Related Occupations, Marketing Occupations, and Trade & Industry Occupations. ROP classes are designed to improve academic studies and hands-on training for entry level jobs. Along with the traditional classroom, workplace learning opportunities exist within the program, where students combine classroom instruction with training at a job site within the community of Pasadena. Students receive high school credit and many classes allow students to earn college credit as well. Our after-school classes are offered at various sites throughout the district.

Students at Blair also participate in internships provided by the ROP classes on campus, namely the Retail Merchandising class. In this ROP course, students are placed at a local business where they learn the day-to-day operations of the trade. This is a true internship as students are given course credit but do not receive a paycheck for the work they have accomplished during the course. The application of the internship allows students to work in an environment that is geared towards retail and marketing and helps bolster students' public speaking skills, working as a part of a team, on salesmanship as well as in businesses within the community.

The Culinary Arts Program at Blair High School is one of the most popular of the ROP classes on Blair's campus. This course gives students first hand knowledge and practice in the preparation of food, health safety, menu creation and portion distributions for meals. Students in the course take part in the Long Boat Café which occurs each Wednesday during lunch in the Culinary Arts room. Students, faculty and staff are treated to a complete meal for a set price with two options for the day. The students prepare the menus, prep the food the day before and cook the meals by the lunch break. As part of the Culinary Arts program at Blair, the students in this

ROP course helped cook 100 turkeys for Union Station's Thanksgiving meal in Pasadena this past November and are planning this event to be a yearly activity.

Alternate schedules are available for students enrolled as full IB Diploma candidates as well as those in the Health Careers Academy. Currently Blair works in tandem with Pasadena City College to give students that are accelerated but not yet in either the Health Academy or IB Diploma courses with college units during the spring or fall semesters when spots are available. Though there was a need for an accelerated tenth grade class this year one was not planned for nor was one included as an option for second semester.

Students have access to the LEARNS program which offers various activities and tutoring after school. PasadenaLEARNS is a school-based program that creates a safe and enriching place for hundreds of Pasadena students during non-school hours. Students are highly motivated to participate consistently and to learn through a wide variety of academic, artistic and athletic activities. The PasadenaLEARNS program fosters explicit links to literacy, math and leadership development. All sites offer a balanced program consisting of homework help, leadership development, visual and performing arts classes, structured recreation and other academic enrichment activities. PasadenaLEARNS also serves as a link between families and community resources to improve family health and resiliency. The goal of the PasadenaLEARNS program is to offer a holistic approach to education that lets children learn and explore in a safe environment and achieve greater personal and academic success. The following three goals guide all of the site-based decisions regarding the academic and enrichment opportunities available at LEARNS sites:

- * Increase the Number of Students Meeting or Exceeding Academic Standards
- * Strengthen student enrichment, leadership and service opportunities to create neighborhood resilience
- * Improve Student Health and Safety and Reduce Drug Use and Violence

The PasadenaLEARNS program also offers students the following opportunities at Blair High School: Aquatics, Just For Girls, Just for Boys, Sew-Amazing, Music & Media Productions, Robotics, Football (Middle School), Drumline, Middle School Cheer, CSI Investigation, Leadership, College Prep & Mentoring, Newcomer Tutoring, and Book Club.

Blair students also participated in the first annual Pasadena Area SHArK, for Solar Hydrogen Activity Research Kit. High school recruits' objectives, guided by members of the Caltech Chemistry Department, were to locate a metal oxide that can use sunlight to split water into hydrogen, a storable fuel, and thus wean us from fossil fuels. Many Caltech graduate and post-doc students mentored and supported several of Blair's students. SHArK has the potential to rally young people around the globe to collaborate on solving a real-life problem. The SHArK project is currently being coordinated by the University of Wyoming Chemistry Department and will continue in 2011.

Blair also encourages students to participate in the Free Math Tutoring program offered through Caltech RISE Program. The RISE Program is an after-school math and science tutoring program that serves the students of the Pasadena Unified School District. The mission of the program is to help students become stronger candidates for college through academic tutoring in math and science as well as support and mentoring of students preparing for college. The program offers a weekly tutoring program on the Caltech campus to students who demonstrate a need in the areas of math and science. Tutoring provided by Caltech students and includes both skills review and homework help components. Students participating in the RISE Program need to be fully committed to attending tutoring sessions, seminars, and campus visits.

Blair also utilizes the services provided by the Upward Bound Program at both PCC and California State Los Angeles. Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families as well as high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Supporting Evidence:

- Blair Weekly Bulletins
- Blair Web Pages
- Parent/Student Hand Book
- PTSA/ELAC sign-in sheets
- IB Parents Group sign-in sheets
- Preview Days postcards
- Viking Days packets
- Parent Teacher Conference Night posters and sign in sheets
- Families in Transition pamphlet
- Comprehensive Safe School Plan
- IB Unit Planners
- IB Personal Projects
- Future Problem Solving Program papers
- National Day of Silence Cards
- Psychological Services referral forms
- Peer Mediation Forms and Records
- Model UN pamphlet
- LEARNS Pamphlet
- “Bang Bang, You’re Dead” posters

- Ovations postcards and flyers
- SHARK pamphlets
- Upward Bound tutoring sign-in sheets

Areas of Strength:

- Communication with Parents especially with Non-English speaking parents continues to grow
- PTSA and ELAC are growing as is the Blair IB Support Group
- Students participating in curricular and co-curricular activities at the school
- Daytime Custodial staff keep the campus clean and are prompt
- Teachers are using their own time during conference periods to assist in tardy sweeps and with dress code violations.
- Opportunities that assist students with their academic success continue to be implemented and successful.
- Parent/Teacher Conferences were successful and will continue at the middle and high school levels.
- Peer Mediation through the Western Justice Center continues to flourish on the middle school campus.
- Teachers are participating in the IEP/SST process more and are monitoring their students' growth.

Areas of Growth:

- ASB and administration need better communication when planning lunch time activities.
- The custodial night staff can better communicate with teachers and staff after hours to ensure rooms are cleaned and bathrooms remained unlocked for students participating in LEARNS or other after school programs.
- Have more opportunities to share strategies and best practices with all content areas.
- Have all Blair teachers trained in current IB standards and expectations

CHAPTER FIVE: SCHOOLWIDE ACTION PLAN

GOAL 1: Improve learning in Math for English Language Learners and reduce the achievement gap between this group and all other significant populations.

Rationale: The data in Chapter one indicates a need to improve student achievement for the English Language Learner population. This need is supported by CST, CELDT, and CAHSEE data.

Supporting 2010 data:

- Over three years, CELDT scores had only had subtle movement to Early Advanced and Advanced levels
- Although ELL students made substantial growth this year on the CAHSEE math, this population is still the lowest performing significant subgroup.
- Only 3.92% of English Language Learners are proficient in Algebra I based on the CST.

Growth Targets:

The CST growth targets have been determined by the district based on the government expectation that all students will be proficient in all areas by 2014. The 2010-2011 Single Plan for Student Achievement (SPSA) lists the following targets pertaining to the abovementioned goal:

1. **Math** – *Number of students scoring proficient or above on the Algebra I CST will increase by 20%*
2. **Closing the Gap** – *65% of long-term English Language Learners will achieve a proficiency level of at least early advanced in the annual CELDT testing*

ESLRS Addressed:

- **Be** an effective communicator through reading, writing, listening, and speaking for various audiences, contents and purposes.
- **Integrate** technology proficiently in all content areas for researching and problem-solving.
- **Refine** literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT /	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
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		RESOURCES	T		
Earlier Implementation of CAHSEE Revolution to start before early CAHSEE exam in fall (for 11 th and 12 th graders)	<ul style="list-style-type: none"> •LDRT •LADD Office (provides licenses) 	CAHSEE Revolution software licenses used earlier in the school year	LDRT monitoring through CAHSEE Revolution database	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to LADD office •Report to LDRT
Accurate clustering of ELLs with appropriate math teachers	<ul style="list-style-type: none"> •Counselors •LDRT •AP Curriculum and Instruction 	<ul style="list-style-type: none"> • Early meetings with persons responsible to ensure timely and accurate (ie skill-based, CELDT and/or CST scores) placement 	<ul style="list-style-type: none"> •Reclassification forms •LAS •ECED benchmark and capstone assessment results 	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to LADD office •Report to LDRT •Report to ILT
Start to develop “I Can” statements for Pre-Algebra for Newcomer Center (and all other Pre-Algebra classes involving ELs)	<ul style="list-style-type: none"> •Newcomer Center math teacher •ECED math coach •LDRT 	“B” meeting and any other professional time (if applicable) to create “I Can” statements	Evaluation of benchmark and capstone results	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to LDRT •Report to math coach •Report to ILT •Report to administration
Increase communication between ELAC and math department in an effort to clarify the “nuts and bolts” of the ECED curriculum	<ul style="list-style-type: none"> •Math Coach •LDRT 	Members of math department will attend ELAC meetings (one each semester) in an effort to clarify how the ECED math program works (benchmarking, tutoring, etc...)	Evaluation of benchmark and capstone results	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to LDRT •Report to math coach •Report to ILT •Report to administration
Incorporate math-specific	<ul style="list-style-type: none"> •Math coach •LDRT 	Tailored SDAIE strategy &	<ul style="list-style-type: none"> •EAR Protocol •Math coach visits 	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to math coach

SDAIE and vocabulary strategies to increase ELL vocabulary comprehension		vocabulary development training either during “A” or “B” professional development time	•Collegial walkabouts		•Report to ILT •Report to administration
A collaborative PLC with other district ECED school (Marshall Fundamental) to continue ECED math curriculum	•Math coach •Math dept chair •Math coach from other school	Professional development time during “A” / “B” Mondays or time after school is needed for schools to come together to plan, reflect, and collaborate	•EAR Protocol •Math coach visits •Collegial walkabouts	Fall 2011-ongoing	•Report to math coach •Report to ILT •Report to administration

GOAL 2: Increase the proficiency of the English Language Learner subgroup by closing the achievement gap between this group and the rest of the Blair population in all content areas.

Rationale: The data in Chapter one indicates a need to improve student achievement for the English Language Learner population. This need is supported by CST data, especially in the areas of history and science.

Supporting 2010 data:

- English Language Learner proficiency has remained a low and stagnant 3.7% for two years on the CST.
- English Language Learner proficiency in Biology is 7.89% the lowest proficiency level of all the significant subgroups in this area.
- When examining overall proficiency in science, the ELL subgroup has the lowest proficiency level with 5.13%.

Growth Targets:

The CST growth targets have been determined by the district based on the government expectation that all students will be proficient in all areas by 2014. The 2010-2011 Single Plan for Student Achievement (SPSA) lists the following targets pertaining to the abovementioned goal:

1. **English** – *ELA will grow 13% on the May 2011 CST*
2. **Social Science** – *Student performance will increase in each band by 10%*

3. **Closing the Achievement Gap** - 65% of long-term English Language Learners will achieve a proficiency level of at least early advanced in the annual CELDT testing
4. **Math** – Number of students scoring proficient or higher on the Algebra I CST will increase by 20%

ESLRS Addressed in this Action Plan:

- **Be** an effective communicator through reading, writing, listening, and speaking for various audiences, contents and purposes.
- **Refine** literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Provide training of SDAIE strategies	<ul style="list-style-type: none"> •LDRT •LADD office •Literacy Coach •LDRT •Support from LADD office 	<ul style="list-style-type: none"> •Provided during professional development “A” Monday meetings •Collegial visits within and across departments 	<ul style="list-style-type: none"> • Visits using the EAR Protocol • Coaching conversations with visited staff members by math and literacy coaches 	Spring 2011-ongoing	<ul style="list-style-type: none"> •Report EAR protocol results to ILT
Accurate clustering of ELLs with appropriate history, science, and English teachers	<ul style="list-style-type: none"> •Counselors •LDRT •AP Curriculum and Instruction 	<ul style="list-style-type: none"> • Early meetings with persons responsible to ensure timely and accurate (ie skill-based, CELDT and/or CST scores) placement 	<ul style="list-style-type: none"> •Reclassification forms •LAS •ECED benchmark and capstone assessment results 	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to LADD office •Report to LDRT •Report to ILT
Invite LDRT to one social science meeting a quarter to examine ELL student data and	<ul style="list-style-type: none"> •LDRT •Social Science department chair 	<ul style="list-style-type: none"> “B” Meeting time or time during an “A” meeting devoted to departments 	<ul style="list-style-type: none"> •Student grades •Social Science quarterly results 	Spring 2011-ongoing	<ul style="list-style-type: none"> •Report to LDRT •Report to Social Science department chair

formulate specific strategies to intervene					
Invite LDRT to one science meeting a quarter to examine ELL student data and formulate specific strategies to intervene	<ul style="list-style-type: none"> •LDRT •Science department chair 	“B” Meeting time or time during an “A” meeting devoted to departments	<ul style="list-style-type: none"> •Student grades •Science quarterly results 	Spring 2011-ongoing	<ul style="list-style-type: none"> •Report to LDRT •Report to Science department chair
Develop an intervention “Strategy of the month” to increase student engagement based on strategies taught through PD	<ul style="list-style-type: none"> •LDRT •Literacy Coach 	Chosen during a “B” department meeting; implemented throughout the month	<ul style="list-style-type: none"> •EAR Protocol •Collegial visits •Coaching meetings for planning and implementation •Quarterly results •Student Grades 	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to LDRT •Report to English department chair •Report to Literacy Coach

GOAL 3: Given that there will be a significant subgroup beginning this year, there is a need to improve the students with disabilities subgroup in all content areas as their CST data are erratic over the past three years.

Rationale: The data in Chapter one indicates a need to improve student achievement for the Students with Disabilities (SWD) population especially when examining the CST and CAHSEE data.

Supporting 2010 data:

- SWD results are erratic over the past four years on the CAHSEE ELA. In 2010, the proficiency rate was 75% and in 2009 it was 66%. However, in 2008 it was higher than the results in 2009 with a rate of 73%.
- SWD results are erratic over the past four years on the CST Biology. In 2010, the proficiency rate was 19.04% and in 2009 it was 13.04%. However, in 2007 it was higher than the results in 2009 with a rate of 16%. In 2008, the SWD proficiency level in this area was zero.
- There was a decline in SWD proficiency in Algebra I on the 2010 CST.
- The total SWD proficiency in math on the CST is 8%.

Growth Targets:

The CST growth targets have been determined by the district based on the government expectation that all students will be proficient in all areas by 2014. The 2010-2011 Single Plan for Student Achievement (SPSA) lists the following targets pertaining to the abovementioned goal:

1. **English** – *ELA will grow 13% on the May 2011 CST*
2. **Social Science** – *Student performance will increase in each band by 10%*
3. **Closing the Achievement Gap** - *65% of long-term English Language Learners will achieve a proficiency level of at least early advanced in the annual CELDT testing*

ESLRS Addressed in this Action Plan:

- **Be** an effective communicator through reading, writing, listening, and speaking for various audiences, contents and purposes.
- **Live** an academically, socially, and physically balanced life through reflection and purposeful goal-setting.
- **Integrate** technology proficiently in all content areas for researching and problem-solving.
- **Refine** literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Implementation of Learning Lab with focus on different content areas (per period)	<ul style="list-style-type: none"> •Special Education department chair •Counselors •Administration •District Special Education dept 	Time to examine CST, CAHSEE, transcripts, grades to develop appropriate placement of students	Various Diagnostics given three times a year	Fall 2011-ongoing	<ul style="list-style-type: none"> •District Special Education Dept. •Special Ed. Chair •Report to ILT •Report to

					Administration
Schoolwide trainings for each staff member to better serve special education students with focus on their teacher responsibilities, accommodations and modifications	<ul style="list-style-type: none"> •Special Education chair •School Psychologist •Two district special education representatives •AP who oversees special education 	<p>Three professional development opportunities:</p> <ul style="list-style-type: none"> •March 11th – by conference period staff coming in to go over responsibilities, accommodations and modifications for each of their students •March 31st – training at Lake Avenue (district wide) lead staff from Blair will be trained •Third training involves Blair lead staff instructing other staff members on what they took from the March 31st training 	Special education department chair and four other education specialists will continue to monitor IEPs to ensure teaching staff is following their accommodations and modifications	March 11 th , 31 st 2011 and a future TBD date-ongoing	<ul style="list-style-type: none"> •Report Special Ed. Chair •Report to ILT •Report to Administration
Clustering special education students with teachers that volunteered to take larger groups in their classes	<ul style="list-style-type: none"> •Special Education department chair •Counselors •Administration •District Special Education dept 	Time to examine CST, CAHSEE, transcripts, grades to develop appropriate placement of students	Looking at ongoing quarterlies, AR test results, math benchmark results and other formative and summative assessments as needed	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to Special Ed. Chair •Report to ILT •Report to Administration
Implementation of Rewards program	<ul style="list-style-type: none"> •Special Education Department Chair •Education specialists (SDC & RSP) 	Training for special education department on this program which involves students learning literacy skills, phonemes etc..through leveled texts	Assessed through the progress students make on these leveled texts	Fall 2011 - ongoing	<ul style="list-style-type: none"> •Report to Special Ed. Chair •Report to ILT •Report to Administration
Implementation of Lexia –	•Special Education Department	Training on this program for Special Education	Online data base to monitor progress	Spring 2011-ongoing	•Individual education specialists

computer software program (basic reading skills) uploads data online to database	Chair •Education specialists (SDC & RSP)	department (especially the five education specialists)			keep and monitor scores and progress •Data reported to the company as this is a pilot program
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GOAL 4: Increase the amount of professional development offered to Blair staff members, especially in the areas of IBMYP/IBDP, engagement, alignment, and rigor.

Rationale: The data in Chapters one and four indicate a need to improve the amount and quality of professional development offered to the Blair staff. This is especially true in the areas of IBMYP and IBDP. Chapter One also indicates a strong need for staff to understand the EAR protocol and increase use of EAR strategies.

Supporting 2010 data:

- Many of the growth areas from Chapter four, section A are devoted to the need for more professional development.
- A growth area in Chapter four, section B speaks about the need for training and time for common assessments and teaching strategies.
- A growth area in Chapter four, section C discusses the need for training in differentiated instruction.
- A growth area in Chapter four, section D speaks to the need for my training on how to better implement IB Common Assessments.
- A growth area in Chapter four, section discusses the need for more training in the IB standards.
- In Chapter one, the EAR protocol data reveal a strong needs for staff training in engagement, alignment, and rigor strategies.

Growth Targets:

The CST growth targets have been determined by the district based on the government expectation that all students will be proficient in all areas by 2014. The 2010-2011 Single Plan for Student Achievement (SPSA) lists the following targets pertaining to the abovementioned goal:

1. **English** – *ELA will grow 13% on the May 2011 CST*
2. **Social Science** – *Student performance will increase in each band by 10%*

3. **Closing the Achievement Gap** - 65% of long-term English Language Learners will achieve a proficiency level of at least early advanced in the annual CELDT testing
4. **Math** – Number of students scoring proficient or higher on the Algebra I CST will increase by 20%

ESLRS Addressed in this Action Plan:

- **Be** an effective communicator through reading, writing, listening, and speaking for various audiences, contents and purposes.
- **Live** an academically, socially, and physically balanced life through reflection and purposeful goal-setting.
- **Act** as a responsible citizen who works collaboratively with others from diverse backgrounds through school, community, and global service projects.
- **Integrate** technology proficiently in all content areas for researching and problem-solving.
- **Refine** literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Completion of training in the EAR Protocol	•Principal •Assistant Principals •Previously trained math & literacy coaches	Trainings through ECED materials but provided by local HS principal (who has already been trained and willing to come out)	EAR Protocol w/coaching conversations from responsible persons	First training in spring 2011	Report to school administration •Report to ILT
Provide IB training in IBMYP	IB Coordinator	•Training during “A” meetings •Coaching for individuals and groups to help with implementation	Meet with MYP teachers during “B” meetings and at grade level meetings (at middle school level)	March 2011 - ongoing	•Report to IB Coordinator •Report to ILT
Provide IB training in IB Common Assessments	IB Coordinator	•Training during “A” Meetings and department meetings •Coaching for individuals and groups to help with implementation	IB Coordinator designed data collection tools	March 2011- ongoing	•Report to IB Coordinator •Report to ILT

Provide IB overview training in IB Diploma Program	IB Coordinator	<ul style="list-style-type: none"> •Overview training to be given to all staff members •Specific course training to those “new” teachers teaching IBDP classes provided by IB program (off campus) 	IB provides feedback on internal assessment	Fall 2011	<ul style="list-style-type: none"> •Report to IB Coordinator •Report to ILT •Report to IB
Provide Quality Questioning training provided initially by ECED to ELA staff	<ul style="list-style-type: none"> •Literacy Coach (with help from ELA dept who has already been trained) 	<ul style="list-style-type: none"> •Provided during professional development “A” Monday meetings •Collegial visits within and across departments 	<ul style="list-style-type: none"> • Visits using the EAR Protocol • Coaching conversations with visited staff members by math and literacy coaches 	Spring 2011-ongoing	•Report EAR protocol results to ILT
Provide training of SDAIE strategies	<ul style="list-style-type: none"> •LDRT •LADD office •Literacy Coach 	<ul style="list-style-type: none"> •Provided during professional development “A” Monday meetings •Collegial visits within and across departments 	<ul style="list-style-type: none"> • Visits using the EAR Protocol • Coaching conversations with visited staff members by math and literacy coaches 	Spring 2011-ongoing	•Report EAR protocol results to ILT
Provide continued training to ECED math teachers in performance assessment	<ul style="list-style-type: none"> •Math Coach •IRRE Coach (To help access the materials) 	Provided during “A” or “B” meetings using text and information provided by IRRE math coach (Tammy)	<ul style="list-style-type: none"> •EAR Protocol visits •Collegial visits from other math team members 	Fall 2011-ongoing	<ul style="list-style-type: none"> •Report to ECED math coach •Report to ILT •Report to administration

