



# BLAIR HIGH SCHOOL SELF-STUDY REPORT

1135 SOUTH EUCLID AVE • PASADENA, CA 91106  
PASADENA UNIFIED SCHOOL DISTRICT



MARCH 13-15, 2017  
ACS WASC/CDE FOCUS ON  
LEARNING ACCREDITATION MANUAL  
2016 EDITION

**WASC Visiting Committee for Blair High School  
March 12 – 15, 2017**

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**Blair Administrative Team**

David Ibarra – Principal

Maricela Brambila – Assistant Principal, Curriculum and Instruction

Steve Gustin – Assistant Principal, School Safety, Activities and Athletics

**WASC Team**

Maricela Brambila – WASC Coordinator

Edward Guinto – Vision, Purpose, Governance, Leadership, Staff and Resources

Adria Espinoza – Standards-based Student Learning: Curriculum

Christine McLaughlin – Standards-based Student Learning: Instruction

Karen Law – Standards-based Student Learning: Assessment

Carole Caputo – School Culture and Support for Student Personal and Academic Growth

**Instructional Leadership Team**

David Ibarra – Principal

Maricela Brambila – Assistant Principal

Steve Gustin – Assistant Principal

Karen Favor – Counselor

Karen Law – IBDP Coordinator

Rhyna Vasquez – English Learner Coach

Christine McLaughlin – English Department Chair

Patricia Gorse – Math Department Chair

Irada Orduna – History Department Chair

Mirna Rivera – Science Department Chair

Vilma Martinez – Visual and Performing Arts Teacher

Edward Guinto – Special Education Teacher

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## PREFACE

Our WASC Self Study process began officially in October of 2015. However, every August, Blair ILT and the staff examine summative student performance data to adjust SPSA goals for the new academic school year. Blair was a part of the pilot CAASPP group and therefore had access to CAASPP data for the 2014-2015 school year. Although we understood that this was only preliminary data with a new assessment system, it allowed us to have a baseline of student performance on CAASPP.

The majority of our data review happened in the development of our SPSA within departments. After Focus Groups and Home Groups were formed, staff set to work on Task 2/Chapter 2. Using the data analyzed to prepare the SPSA, staff examined how we were progressing on the Critical Areas for Follow-Up from our previous WASC visit and the mid-cycle review. This section was completed before the end of the 2015-2016 school year. Upon the return to school, staff started work on Task 3, but only had working questions, not the Critical Learner Outcomes. These took shape in a more concrete form during the process of completing chapter 4. It was in examining all areas of our school that we could clearly see the same themes about our practices and outcomes emerge.

After the Focus Groups and the Home Groups completed their work, the Instructional Leadership team worked with the Focus Group Chairs to develop the Action Plan, based on the data findings and the work of each Focus Group. The document was compiled and proofread by two teachers and the WASC Coordinator for submission to the WASC Chair and visiting committee members.

### *WASC Self Study Process Timeline*

| Date       | Activity   | Person Responsible                 |
|------------|--|------------------------------------|
| 8/24/2015  | Examine data. Review and refine SPSA goals for 2015-2016 | Principal<br>All Staff             |
| 10/20/2015 | WASC Webinar Training<br>WASC Coordinator Selected       | Administration<br>IBDP Coordinator |
| 12/14/2015 | Data Review - Progress on SPSA Goals                     | Principal<br>All Staff             |
| 1/11/2016  | Data Review – progress on SPSA goals                     | Principal<br>All Staff             |
| 2/9/2016   | Review Schoolwide Learner Outcomes                       | Instructional Leadership<br>Team   |
| 2/18/2016  | WASC Training<br>South El Monte HS                       | Administration<br>IBDP Coordinator |
| 2/23/2016  | WASC Training  | Administration<br>IBDP Coordinator |

|            |  |  |
|------------|--|--|
| 2/29/2016  | Develop WASC Focus Group Teams   | All Staff<br>Maricela Brambila, AP &<br>WASC Coordinator<br>Instructional Leadership<br>Team |
| 4/4/2016   | WASC Group Leader Training   | WASC Coordinator   |
| 5/9/2016   | WASC Training for Staff<br>Looking at preliminary data & Single Plan to<br>complete Chapter 2 in Home Groups | WASC Coordinator<br>Department Chairs  |
| 5/23/2016  | WASC Home Groups<br>Chapter 2  | WASC Coordinator<br>Department Chairs  |
| 10/24/2016 | Review and Update School Vision and Mission<br>Statements  | Principal<br>ILT   |
| 10/25/2016 | Focus Group Leader Meeting   | WASC Coordinator   |
| 10/27/2016 | Recruit parents for WASC Focus Groups<br>Complete WASC Chapter 3   | WASC Coordinator   |
| 10/31/2016 | WASC Focus Groups<br>Chapter 4   | WASC Focus Group<br>Leaders  |
| 11/14/2016 | WASC Focus Groups<br>Chapter 4   | WASC Focus Group<br>Leaders  |
| 12/5/2016  | WASC Focus Groups<br>Chapter 4   | WASC Focus Group<br>Leaders  |
| 12/19/2016 | WASC Focus Groups<br>Chapter 4   | WASC Focus Group<br>Leaders  |
| 1/17/2017  | Complete Chapter 4 Summaries, Areas of Strength<br>and Areas for Growth                                      | WASC Focus Group<br>Leaders<br>WASC Coordinator  |
| 1/23/2017  | WASC Focus Groups<br>Chapter 5   | WASC Focus Group<br>Leaders  |
| 1/24/2017  | Complete Action Plan – Chapter 5   | Instructional Leadership<br>Team<br>WASC Focus Group<br>Leaders<br>WASC Coordinator          |
| 1/29/2017  | Submit WASC Self Study Report to WASC Visiting<br>Committee and ACS  | WASC Coordinator   |

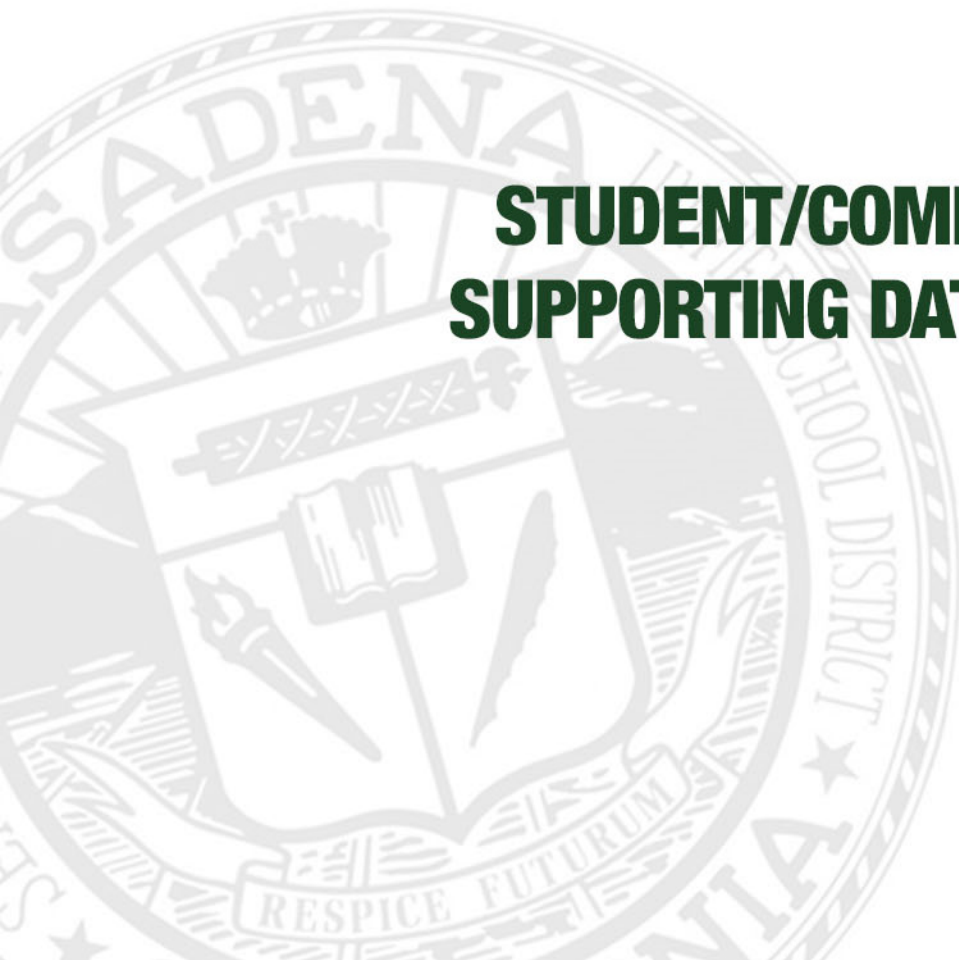


## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 1 CHAPTER

## STUDENT/COMMUNITY PROFILE, SUPPORTING DATA AND FINDINGS





## A. GENERAL BACKGROUND AND HISTORY

### *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 several 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, 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 areas have a population of over 170,000 citizens with over half of the population being white. The median age of its residents is 36.9 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%    | 52.8%    | 10.9%        |
| Hispanic         | 33.7%    | 26.9%    | 65.0%        |
| African American | 10.7%    | 23.7%    | 12.9%        |
| Asian            | 14.3%    | 5.4%     | 8.7%         |
| Other            | 0.5%     | 1.8%     | 2.5%         |

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

Although Pasadena is a relatively affluent and diverse city, the Pasadena Unified School District does not mirror these demographics. Approximately 40% of school-aged children attend area private schools. This white, middle-upper class flight from Pasadena’s public schools was a result of forced busing during the 70s. Since then, public perception about Pasadena’s public schools has discouraged families from attending. However, community groups, such as the Pasadena Education Network, have been partnering with the Pasadena USD to attract more middle class families back to the public schools.

Blair High School opened in 1964 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. In August of 2014, Blair became PUSD's Spanish Dual Immersion Program for middle and high school grades. This program, along with the IB program, has renewed interest in Blair as a school of choice for its signature programs. This is part of PUSD's overall strategy to attract more families to our public schools. *In the 2014-2015 school year, Blair received a Silver Medal from the U.S. News and World Report as a part of their best high schools ranking.*

Blair High School does not receive Title I funds and is not a school under Program Improvement. However, Blair High School is a William's Monitoring School and receives yearly visits from LACOE to monitor facilities and instructional materials. Also, the Pasadena USD Human Resources Department submits yearly reports on Qualified Staff to LACOE for monitoring. Blair High School maintains a focused coalition of parents and community members in the PTSA, ELAC, Middle School Advisory, Blair Design Team, Dual Immersion Parent Committee and various parent groups. In addition, the School Site Council (SSC) maintains its strength in providing leadership regarding implementation of the Single Plan for Student Achievement targets and the expenditures of funds. The SSC has provided support by targeting funds to specific areas. These include: Accelerated Reader (AR), IB training, release days for staff for collaborative planning and student work examination. 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 ([www.blair.pusd.us](http://www.blair.pusd.us)), emailed weekly bulletins (*Blair E-blasts*), weekly School Messenger phone calls (*Blair Blasts*), Remind, and the Parent Portal 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, Pasadena Playhouse, the Pasadena Showcase House, and Lake Avenue Church also have made outstanding partnerships with Blair High School. Most recently, the Dr. Robert Fefferman Foundation Award was given to one of our science teachers. This included a donation to the school's science department and scholarships for two of our top students.

Blair's strongest business partnerships are a result of the work of the Health Careers Academy (HCA). The HCA partners with the Huntington Hospital, Kaiser Permanente, Vroman's Bookstore, and various local veterinary offices to provide our students with Work Based Learning experiences and internships.

### Staff Description

Blair's staff for the 2016-2017 school year is composed of 50 teachers, 52.25 support staff, 2.5 counselors, 3 administrators, a librarian, and a nurse. Further, Blair works with school-based mental health therapists from the Pasadena Unified School District. Services are provided to students and their families to decrease barriers that may impact/impede students in accessing their education. Blair teachers have re

### Certificated Staff by Ethnicity 2016-2017

|   |                | Male   |                     |                                |                        |                                |                                |                     |                                 | Female   |                     |                                |                        |                                |                                |                     |                                 | Totals |
|---|----------------|--|---------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|---------------------|---------------------------------|--|---------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|---------------------|---------------------------------|--------|
|   |                | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | Hispanic or Latino of Any Race | African American, Not Hispanic | White, Not Hispanic | Two or More Races, Not Hispanic | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | Hispanic or Latino of Any Race | African American, Not Hispanic | White, Not Hispanic | Two or More Races, Not Hispanic |        |
| 1 | Teachers       |  | 2                   |                                | 1                      | 6                              |                                | 6                   | 1                               |  | 4                   |                                |                        | 14                             | 1                              | 15                  |                                 | 50     |
| 2 | Counselors     |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                |                        | .5                             |                                | 2                   |                                 | 2.5    |
| 3 | Administrators |  |                     |                                |                        | 1                              |                                | 1                   |                                 |  |                     |                                |                        | 1                              |                                |                     |                                 | 3      |
| 4 | Librarian      |  |                     |                                |                        |                                |                                | 1                   |                                 |  |                     |                                |                        |                                |                                |                     |                                 | 1      |
| 5 | Psychologist   |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                |                        |                                |                                | 1                   |                                 | 1      |
| 6 | Nurse          |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                | 1                      |                                |                                |                     |                                 | 1      |
|   | TOTAL          |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                |                        |                                |                                |                     |                                 | 58.5   |

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

### Classified Staff by Ethnicity 2016-2017

|   |                        | Male   |                     |                                |                        |                                |                                |                     |                                 | Female   |                     |                                |                        |                                |                                |                     |                                 | Totals |
|---|------------------------|--|---------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|---------------------|---------------------------------|--|---------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|---------------------|---------------------------------|--------|
|   |                        | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | Hispanic or Latino of Any Race | African American, Not Hispanic | White, Not Hispanic | Two or More Races, Not Hispanic | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | Hispanic or Latino of Any Race | African American, Not Hispanic | White, Not Hispanic | Two or More Races, Not Hispanic |        |
| 1 | Paraprofessionals      |  |                     |                                |                        | 3                              | 1                              |                     |                                 |  | 1                   |                                |                        | 11                             | 7                              |                     |                                 | 23.00  |
| 2 | Office/Clerical Staff  |  |                     |                                | 1                      |                                |                                |                     |                                 |  | 1                   |                                |                        | 6                              | 1                              | 1                   |                                 | 10.00  |
| 3 | Other Classified Staff |  |                     |                                |                        | 3                              | 7                              | 2.5                 |                                 |  |                     |                                |                        | .5                             | 3.5                            | 2.75                |                                 | 19.25  |
|   | TOTAL                  |  |                     |                                | 1                      | 6                              | 8                              | 2.5                 |                                 |  | 2                   |                                |                        | 17.5                           | 11.5                           | 3.75                |                                 | 52.25  |

When comparing the ethnicity of Blair's students with that of its classified staff, the staff is more representative of its student population, than the certificated staff. However, female staff members are still overrepresented.

### ***School Purpose and ACS WASC Accreditation History***

Before the start of the 2016-2017 school year, Blair underwent a change in leadership. Mr. David Ibarra, joined the Blair team as the new principal, and Mr. David Gustin, became the new assistant principal over school safety and athletics. Mrs. Maricela Brambila remained as assistant principal over curriculum and instruction, although there was a change in her assignment. To establish the Vision and Mission of the school, Mr. Ibarra worked with the established Instructional Leadership Team to revise the school's Vision and Mission Statement. Both were revised to reflect a greater alignment with the International Baccalaureate Programme. These were shared with a larger group for approval. Below are the new Vision and Mission Statements for Blair High School.

#### ***Vision***

Blair High School, an International Baccalaureate World 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 postsecondary success with college or career options.

#### ***Mission***

Blair High School, an International Baccalaureate World School, "aims to develop inquiring, knowledgeable and caring young people who help create a better, more peaceful world through intercultural understanding and respect."

Staff, parents and community partners are committed to providing all students equal access to rigorous curriculum and effective programs that enhance every student's talents and abilities; and encourage students "to become active compassionate and lifelong learners who understand that other people, with their differences, can also be right."

### ***Schoolwide Learner Outcomes***

Blair's Schoolwide Learner Outcomes (SLO) have successfully guided and served its student body for the last six years, but to keep them meaningful and relevant, the Instructional Leadership Team reviewed and slightly revised the current SLOs to ensure their relevancy to the current student population.

All Blair School graduates will:

**Be** an effective communicator through reading, writing, listening, and speaking for various audiences, contexts, 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 underwent its last full WASC visitation in March of 2011, and received a six-year accreditation with a two-day visit completed in March of 2014. During the previous WASC cycle, Blair had received a three-year accreditation with a revisit.

During the March 2011 visit, the visiting committee made the following recommendations:

1. Focus on Rigor
2. Focus on Instructional Strategies
3. Focus on Literacy
4. Focus on English Language Development
5. Focus on Data Analysis Cycle
6. Focus on Instructional Time
7. Focus on Professional Development
8. Focus on Resources

During the March 2014, two-day visit, the visiting committee made the following commendations and recommendations:

#### Commendations

1. The IBDP and IBMYP are a draw to the school and area in a time of declining enrollment statewide.
2. There is a new emphasis on rigor and writing across the curriculum.
3. Parents are positive and involved.
4. There is a District focus on professional development and Blair High School has eleven teachers involved in presentations and development.
5. Common Core is a focus schoolwide.
6. Students are engaged in Common Core roll-out.

#### Recommendations

1. Continue to focus and strengthen the development of IB with less emphasis on the Advanced Placement program.
2. Increase visibility of the IB Program with targeted marketing and a public relations campaign with the goal of retention of the middle school students and recruitment of high school students.
3. Continue to focus on a rigorous educational day as Common Core is implemented.
4. Increase/Parent Portal access school wide.
5. Consider that with the new building being started at the end of this school year (2014,) that the needs of the EL program to integrate Read 180 and System 44 are taken into consideration.

Blair has continued to work on the recommendations of the WASC Visiting Committee.

***Program Improvement***

Blair High School does not receive Title I funds and is not under Program Improvement.

***LCAP Identified Needs and Description of Goals that Apply to Blair***

Beginning in 2014, the Pasadena Unified School District worked with stakeholders to develop the LCAP that would guide the work of the district. To engage families, teachers, employees and community representatives in the development of the LCAP, PUSD worked with three groups. The LCAP Work Group, DELAC, and the LCAP Parent Advisory Committee. The LCAP Work Group is a group of stakeholders which includes representatives of bargaining units including teachers, classified employees, families, foster care representatives, and community members to consult in the development of the LCAP draft plan. *The plan contains LCAP goals, actions and services.* The District English Learner Advisory Committee (DELAC) advises the district on English learners. It reviews expenditure and accountability reports on the use of LCFF funds for English Learners. As one of two LCAP parent advisory committees, DELAC reviews and comments on the LCAP and its annual updates. The LCAP Parent Advisory Committee members represent the three LCFF target student groups: English Learners, Foster Youth, and students who are low-income. Members serve on the committee for three-year terms. They meet at least once each year to review and comment on the LCAP and its annual updates.

*The Identified Needs and Goals which have been identified in the PUSD's LCAP and are being addressed in Blair's Single Plan for Student Achievement are as follows:*

Goal #1: Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

1. Student Outcomes: Performance on Standardized Tests (Math)
  - a. The Indicator for this priority is the number of students who meet or exceed state standards as measured by the SBAC in math.
2. Student Outcomes: Performance on Standardized Tests (English)
  - a. The Indicator for this priority is the number of students who meet or exceed state standards as measured by the SBAC in English.
3. Student Outcomes: Share of English Learner that become English Proficient
  - a. The Indicator for this priority is the Annual Measurable Achievement Objective (AMAO) #1. This will measure the number of English Learners improving on the CELDT by at least one level.
4. Student Outcomes: Reclassification Rate
  - a. This Indicator will be measured by the number of previously identified English Learners reclassified as proficient during the academic year divided by the total number of current year students identified by the end of the prior year.

Goal #2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

1. This goal was not addressed in this year's SPSA as the indicators focus on credentials/teacher assignments, substitute teaching rate, PD quality, and positive working environment. Some of these will be addressed in our Action Plan as a result of the Self Study.

Goal #3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21<sup>st</sup> century learning.

5. Student Engagement: School Attendance Rates

a. This Indicator will be measured by the Average Daily Attendance Rates

6. Student Engagement: Chronic Absenteeism Rates

a. This Indicator will be measured by students with more than 10% absence rate.

7. Student Engagement: High School Graduation Rate

a. This Indicator will be measured by the number of 12<sup>th</sup> grade students (as measured by their cohort who started four years prior) who earn a high school diploma or earn adult education diploma.

Goal #4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child/children.

8. Parent Involvement: Promotion of Parent Participation

a. This Indicator will be measured locally by data reports on parent attendance at meetings and volunteering. Further, data will be collected from Parent Portal, AR Home Connect, the Blair website, School Messenger, and Constant Contact to check the rate of traffic and interaction with these various parent communication tools.

## **B. School Program Data**

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 9:40 a.m. to allow opportunities for professional development for staff. Also on Monday, all students are assigned to a 20-minute Advisory Class that serves as a homeroom. Tuesday through Friday students follow a traditional six-period day with each class period lasting 60 minutes. All students in grades six through ten participate in the International Baccalaureate Middle Years Programme with an emphasis on international mindedness, community service, and Inquiry Based Instruction. Blair also has a robust implementation of Behavioral Response to Intervention to support students with their social-emotional needs.

Blair has a strong emphasis on building students' literacy. Staff accomplishes this through a series of initiatives that are collectively known as Blair Reads. All students, not just those enrolled in honors classes, are required to complete a summer reading assignment and project. These are intended to keep students reading during the summer and to stave off any backsliding of reading comprehension skills. During the school year, all students are required to participate in the Accelerated Reader program which constitutes 20% of their English grade. With the Accelerated Reader program, students take a STAR assessment to determine their Grade Reading Equivalent and their Zone of Proximal Development. These are converted into a "points" goal in AR which students are required to meet every grading period (four to five weeks.)

Blair students also participate in extra activities relating to reading that encourage the reading culture. Students participate in two Book Fairs which coincide with Open House and Back to School Night. Blair hosts a student run Book Club which selects and promotes the sale of high interest books for students at a reduced cost. Blair students participate in the Annual Million Word Challenge and has winners recognized at the LA Book Fair hosted at USC. And this year, Blair held its first ever Read-A-Thon. Students raised over \$10,000 dollars for English classroom libraries through their participation in the Read-A-Thon. All students are encouraged to participate in these schoolwide reading initiatives as they are able and teachers encourage student participation. Finally, Blair hosts author visits for students with a much-anticipated visit from Kate Di Camilo set for February 2017.

### ***Intervention Programs***

#### ***International Academy***

Blair High School is host the district's International Academy (IA), formerly known as the Newcomer Center. The IA enrolls students who have been in the United States for less than one year and are at the beginning level of CELDT English Proficiency. Students in the IA are enrolled in six courses with the aim of developing students' English skills and transitioning them into a U.S. educational setting. These courses include:

1. English Language Development 1
2. English Language Development 1 Reading



3. Math 1 with primary language support
4. General Science with primary language support
5. US or World History with primary language support
6. Physical Education

The aim of the IA is to transition students into SDAIE courses within 18 months, so that students have ample access to coursework needed to graduate. The adopted ELD materials used in the IA are Edge Fundamentals for ELD 1 and Access as supplemental instructional materials in science and social science. Within this program, staff works with families to identify community resources that students might need such as medical, dental, mental health, and/or transportation services.

In the past two years, the IA has seen an unprecedented increase in enrollment. Enrollment during the first half of the 2016-2017 school year almost equaled the total enrollment from last year and twice the total enrollment from this year. This has created space and staffing challenges that required a change in some teaching assignments and an increase in staff during the year. Because there are no more available classrooms, some teachers are sharing a teaching space during periods when their room is not in use. The IA is an important program, but the growth will need to be addressed to properly provide services to students.

#### *Enrollment in the International Academy*

| School Year | August | September | October | November | December | January | February | March | April | May | June | Total     |
|-------------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|-----------|
| 2017        | 38     | 12        | 5       | 9        | 13       | 8       |          |       |       |     |      | <b>85</b> |
| 2016        | 14     | 11        | 8       | 7        | 2        | 8       | 9        | 8     | 7     | 5   | 1    | <b>80</b> |
| 2015        | 21     | 5         | 1       | 1        | 1        | 3       | 2        | 8     | 4     | 0   | 0    | <b>46</b> |

#### *English Learner Program*

As of January 2017, Blair has 275 English Learners enrolled in grades six through twelve. Of those, 37% are considered Long Term English Learners, having been in U.S. schools for more than 5 years. The majority of students in the English Learner Program, 67%, are in the IA or are former IA students. Of the Long-Term English Learners, 51% are in grades six through eight and 30% of high school aged English Learners also receive Special Education services.

This year, Blair expanded the number of SDAIE courses available to English Learners to continue meeting their needs once they leave the IA. SDAIE content area courses are now available in Biology, U.S. History, World History, middle school science and history, and Economics. Additionally, Blair offers ELD 2 English courses in two hour blocks with Read 180 as the adopted curriculum. For Long Term English Learners at CELDT Level 3 overall, who are not in

mainstream English courses, Blair offers Academic Literacy Development and Academic Language Development courses in place of one elective course. The curriculum in these courses is also *Read 180*.

The English Learner coach, formerly Language Development Resource Teacher, is responsible for coordinating assessments, placement, and monitoring English Learner progress. This year, the EL coach is released full time and has taken on the added responsibility of working with teachers to provide professional development in differentiation, SDAIE, and strategies to support English Learners in mainstream content courses.

### *Special Education Program*

Blair has increased slightly in enrollment for students receiving Special Education services, although there is no predictable trend in growth.

#### *Number of Students Who Receive Special Education Services*

| Students Receiving Special Education Services by Grade Level |      |      |      |
|--|------|------|------|
| Grade  | 2015 | 2016 | 2017 |
| 6  | 21   | 17   | 16   |
| 7  | 15   | 24   | 24   |
| 8  | 18   | 16   | 23   |
| 9  | 20   | 16   | 22   |
| 10   | 15   | 18   | 17   |
| 11   | 18   | 11   | 16   |
| 12   | 11   | 16   | 11   |
| Total  | 118  | 118  | 129  |

Blair has three setting for students who are receiving Special Education Services. This includes Mild/Moderate and Moderate/Severe settings. The Special Education department is comprised of eight teachers. Each Special Education teacher acts as a Case Manager for the students assigned to him/her. The Case Manager teaches some courses, but is also responsible for placement, monitoring student progress, collaboration with general education teachers, and coordinating IEPs for their caseload. Classroom teachers are supported by Instructional Aides. Depending on the needs of the students, some classrooms have more Instructional Aides assigned to them, and some Instructional Aides are assigned as 1:1 support. The Special Education department also has a full-time School Psychologist who is responsible for Initial IEPs and Triennials. The district currently uses SEIS as the IEP management system for all students receiving services.

The eight Special Education teachers are assigned as follows:

#### High School

- 2.5 Mild/Moderate Teachers (English, Math, Biology, Academic Assistance)
- 2 Moderate/Severe Teachers (Certificate Program which includes Like Skills content courses and Community and Domestic training courses.)

## Middle School

2.5 Mild/Moderate (English, Math, Science, History, Academic Assistance)

1 Severe/Medically Fragile (Life Skills and Community Training coursework)

A range of services are available to students who receive Special Education services. These are provided as indicated in students' IEPs. Services available include: Adapted Physical Education, Assistive Technology, Physical Therapy, Occupational Therapy, Counseling, 1:1 Aide, Transportation, and Extended School Year. This list is not exhaustive, but includes the services most often provided as part of a students IEP.

### *Interventions for Students Below Proficient*

There are currently no classes assigned specifically for students who are not meeting standards outside of courses for English Learners and students receiving Special Education services. Instead, Blair counts on classroom teachers to differentiate instruction, to use intervention and acceleration programs, and to provide after school support to students. All students are required to participate in the Accelerated Reader program as a part of their English course and through Accelerated Reader students are given individualized reading goals to support their reading comprehension. For math, teachers use Tenmarks as a supplement to provide targeted intervention. Based on students' performance in their math class, teachers assign individualized assignments intended to build or strengthen pre-requisite skills. Teachers can monitor student progress and adjust assignments for students.

Outside of the classroom, teachers regularly provide tutoring after school. The math department has a regular schedule open to all students. Other teachers provide tutoring after school on specified days. Programs and community partners such as Upward Bound, Rise and Community Works also provides tutoring to our students either free or at a reduced rate.

### *Foster Youth*

Blair enrolls students from the local area's Licensed Children Facilities with most Foster Youth in the middle grades. Staff works with the School Liaisons from the LCIs to develop support plans for their clients. As every case is different, the type of support students receive is different. The most common supports are: mental health services, check-in with an adult on campus, IEPs, and/or a behavioral support plan. PUSD has a dedicated staff person who works with the local LCIs and Foster Youth to provide support services. These, too, are case by case.

| Foster Youth Count | 2013-14 | 2014-15 | 2015-16 |
|--------------------|---------|---------|---------|
| Total              | 19      | 27      | 20      |

### *Online Instruction*

#### *Thesys Credit Recovery*

Thesys is the learning management system used as Independent Studies. This after school course is for students who need to make up a class to meet graduation requirements. (This is also offered

at Twilight, PUSD's Alternative Education setting for students at high risk for not graduating.) The hardware used for Thesys can be any of the following: Chromebook, laptop, or tablet. Chromebooks are available for students to use during the time that the course meets after school. No software is needed as Thesys is web-based. Currently, there is one certificated staff member in charge of providing Thesys independent studies. This teacher is skilled in the use of technology and learning software. The course is offered on site and meets on Monday and Thursday from 3:15 to 5:00 p.m. Instruction is asynchronous as each student is completing coursework on Thesys that he/she needs specifically. The teacher provides an orientation to students and a contract explaining the process, requirements, and deadlines for submission. Completion of courses is sent home to be signed by the student and the parent. Assessments are embedded in the coursework and the teacher gives students access to these in a monitored setting. Because this is a web-based program after school, all students are still able to take full advantage of services and activities during the regular school day.

### ***Specialized Programs***

#### *The Health Careers Academy*

*Blair's Health Careers Academy is a National Academy Foundation Model Academy.* It is a health careers related pathway funded through and following the model of California Partnership Academies. Each year of the four-year program students take the academic core of English, math, history and science and take a Career Technical Education class. CTE courses have adopted the NAF curriculum which includes Health Careers Exploration, Anatomy and Physiology, and Global Health. Additionally, HCA students take Biotechnology as an additional science and are offered the option of enrolling in a course focused on sports medicine. Much of the NAF curriculum for grades 9-11 is project-based, allowing for assessment of students through cooperative group projects. Twelfth grade students participate in a senior project, a culmination of their four years spent in the academy. The project requires students to work in small groups and includes the writing of a research paper, an educational component presented to an appropriate audience of need, and a presentation to a panel of advisory board members in defense of the entirety of their project. All core academic teachers in the academy have the appropriate subject area credentials and qualifications. The CTE teacher is dually credentialed in Health Careers and Medical Technology and in Health Education.

The HCA is specifically designed to provide students with career exposure through guest speakers, job shadows, and internships. We arrange college visits for our students, including Caltech, UC Riverside, Loma Linda, and PCC. Students are encouraged to join College Access Plan, EAOP and other organizations for college exposure. During the first week of every school year, the entire academy meets to share expectations and do team building activities. Expectations are also shared through the CTE course and by individual teachers throughout the program. The program meets during the traditional academic day, so students meet with all teachers daily. All students who apply are accepted to the academy. We provide support for students with IEPs and for English Language Learners. The HCA has an academic counselor who also works with other students on campus. She assists students with college awareness and applications. There is also an academy work-based learning technician who helps connect students with businesses and track



student experiences. Students in the academy have the same personal counseling and health services access as any other student at Blair. The Health Careers Academy has built strong relationships with a variety of local businesses including, but not limited to: Huntington Hospital, Kaiser Permanente, Con Cariño Elder Care Facility, Pasadena City College, Planned Parenthood, Caltech, the Pasadena Humane Society, and Keck Medicine of USC. Students also participate in a variety of college visits including Loma Linda University, Pasadena City College, Caltech, and the University of California at Riverside.

### *The Puente Program*

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 which is writing intensive and incorporates diverse literature. Students “loop” with their English teacher for 9<sup>th</sup> and 10<sup>th</sup> grade to build a strong community between the students and for continuity of learning. 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 learning outcomes and learn new strategies to support Puente students in achieving academic success.

### *IB Diploma Programme*

The IB Diploma Programme is an opt-in advanced studies program available to students in the 11<sup>th</sup> and 12<sup>th</sup> grade. Students attempting to receive the full diploma must take three Higher Level courses (two-year courses) and three Standard Level courses (one year courses). Students must take courses from each of the six subject areas which include: English, World Language, Individuals and Societies, Science, Math and the Arts. (An additional science can be substituted for the Arts.) The curriculum in the IBDP is prescribed and written to the IBOs specifications. Each course has a set of assessments that students must complete. Some assessments are Externally Assessed (they are sent out to be graded by the IBO), and some are Internal Assessments with External Moderation. This means the classroom teacher grades student work and sends random samples with grades for moderation by the IBO.

To be awarded the full diploma, students must pass their IB Exams and receive a minimum collective score of 24 points. Students must also complete an Extended Essay and Creativity, Action, and Service project outside of class. This program is highly rigorous and is offered to our students in lieu of a large offering of AP courses. Students still have the option of taking AP exams while taking IB courses. Blair has made a concerted effort to expand the offering of IB courses to students to provide greater choice. Students also have the option of taking specific courses within the IB to be awarded Certificates if they pass their exams. This is a good option for students wanting to take rigorous coursework, but not interested in the full diploma.

### *Spanish Dual Language Immersion Program*

In the fall of 2014, Blair implemented the district’s Spanish Dual Language Immersion Program for the middle grades. The first cohort had 11 students and entered the 6<sup>th</sup> grade. Currently, there

are DLIP cohorts in grades 6, 7 and 8. (We are preparing to have the first, small cohort enter the 9<sup>th</sup> grade.) Blair has completely new staff working in the DLIP program. There is a new Spanish Language Arts teacher who is also serving as the program's Teacher on Special Assignment (TOSA). She will be responsible for developing the curriculum in greater detail and ensuring a clear vertical articulation from elementary school to high school. A general Scope and Sequence for the program was developed by a consultant and a district TOSA. There is also a new history teacher.

The Spanish DLIP program at Blair is provided in a 34%/66% model. Students have 34% of their instruction in Spanish and 66% of their instruction in English. Students in the DLIP program have a Spanish Language Arts class as their elective, and they take a grade level history class in Spanish. All other academic subjects are delivered in English. As the program expands into high school, staff is exploring the coursework that students will undertake as part of the DLIP.

### *Partnerships with Other Programs*

In addition to the programs Blair offers on campus, we have partnerships with community programs that are aimed at supporting students in their preparation for college. These are: UCLA EAOP, Pasadena City College Trio, PCC Classic, and Math/Science Upward Bound, CSULA Classic, and Math/Science Upward Bound, and PCC Dual Enrollment. Except for our Dual Enrollment courses, these programs provide students tutoring, summer coursework, college counseling, college visits and college application support. The purpose of these programs is to help students who are traditionally underrepresented or first generation college students, be prepared for post-secondary education. The PCC Dual Enrollment program allows our students to take advanced coursework here at Blair and receive college units through PCC. The teachers are Blair teachers, but vetted to meet the requirements of a community college professor. We currently offer three courses on campus that receive Dual Enrollment credit: Health, Physics, and Culinary Arts.

### *Demographic Data*

Blair is beginning to see a slight shift in the demographics of its student population. The district's Dual Immersion Programs are very popular and are drawing middle class families back to public schools. This coupled with the increased interest in the IB program and the IA, is causing a rise in enrollment. The chart below indicates that the number of Blair parents who are college graduates or have graduate school degrees is steadily increasing. At the same time, we see the number of students eligible to receive Free or Reduced Lunch declining. We anticipate that this trend will continue as the number of DLIP students and families interested in the IBDP coming to Blair will also continue to increase.

| Parent Education Level     | 2014       | 2015       | 2016        |
|----------------------------|------------|------------|-------------|
| College Graduate           | 141        | 144        | 158         |
| Decline to state           | 124        | 97         | 100         |
| Grad School/Post Grad Trng | 107        | 148        | 173         |
| High School Graduate       | 197        | 192        | 203         |
| Not HS Graduate            | 215        | 244        | 248         |
| Some College               | 158        | 157        | 178         |
| N/A                        | 0          | 8          | 39          |
| <b>Grand Total</b>         | <b>942</b> | <b>990</b> | <b>1099</b> |

Over the last three years, the percentage of students eligible to receive free or reduced lunch has declined from 73% to 60%. This trend has been evident in the entire district, as well, although not at as fast a rate as it has been at Blair.

### *Percent of Students Eligible for Free or Reduced Lunch*

|  | 2014-2015                       |   |                             | 2015-2016                       |   |                             | 2016-2017                       |   |                             |
|--|---------------------------------|---|-----------------------------|---------------------------------|---|-----------------------------|---------------------------------|---|-----------------------------|
| <b>School</b>  | <b>2014-15 Total Enrollment</b> | <b>Unduplicated Eligible Free/Reduced Meal Counts</b> | <b>% Free &amp; Reduced</b> | <b>2015-16 Total Enrollment</b> | <b>Unduplicated Eligible Free/Reduced Meal Counts</b> | <b>% Free &amp; Reduced</b> | <b>2016-17 Total Enrollment</b> | <b>Unduplicated Eligible Free/Reduced Meal Counts</b> | <b>% Free &amp; Reduced</b> |
| Blair High   | 1023                            | 749   | 73%                         | 962                             | 641   | 67%                         | 1087                            | 653   | 60%                         |
| Total District   | 17282                           | 11983   | 69%                         | 17178                           | 11105   | 65%                         | 17047                           | 10500   | 62%                         |
| Data Source: CALPADS Data Systems- Report-1.17 FRPM/English Learner/Foster Youth - Counts- Years 2016-17, 2015-16, 2014-15 |                                 |   |                             |                                 |   |                             |                                 |   |                             |

### *Student Enrollment*

Blair has struggled with declining enrollment for several years. We have seen this be especially true at the high school level. Many students who choose to leave Blair report not that they are unhappy at Blair, but rather they are interested in going to a school with a more robust sports program or a specific program in which they are interested. Another contributing factor to the decline is the move to the former Allendale Elementary School campus for high school students while the main high school building awaits a full renovation. Discontent with facilities has proven to be a contributing factor to declining enrollment.

The 2016-2017 school year appears to be reversing the trend of declining enrollment. The growth for Blair is primarily in the middle school grades. We have the largest 6<sup>th</sup> grade class we have ever had and it is currently the largest cohort on campus. Another reason that Blair is seeing a reversal is due to the high numbers of students entering the International Academy. This year, we have double the number of students we traditionally have in this program. Low enrollment has hurt our programs' ability to recruit large cohorts. Currently, both Puente and the Health Careers Academy have struggled to maintain strong numbers. The HCA has strengthened its efforts to recruit students not just from Blair, but also from throughout PUSD.

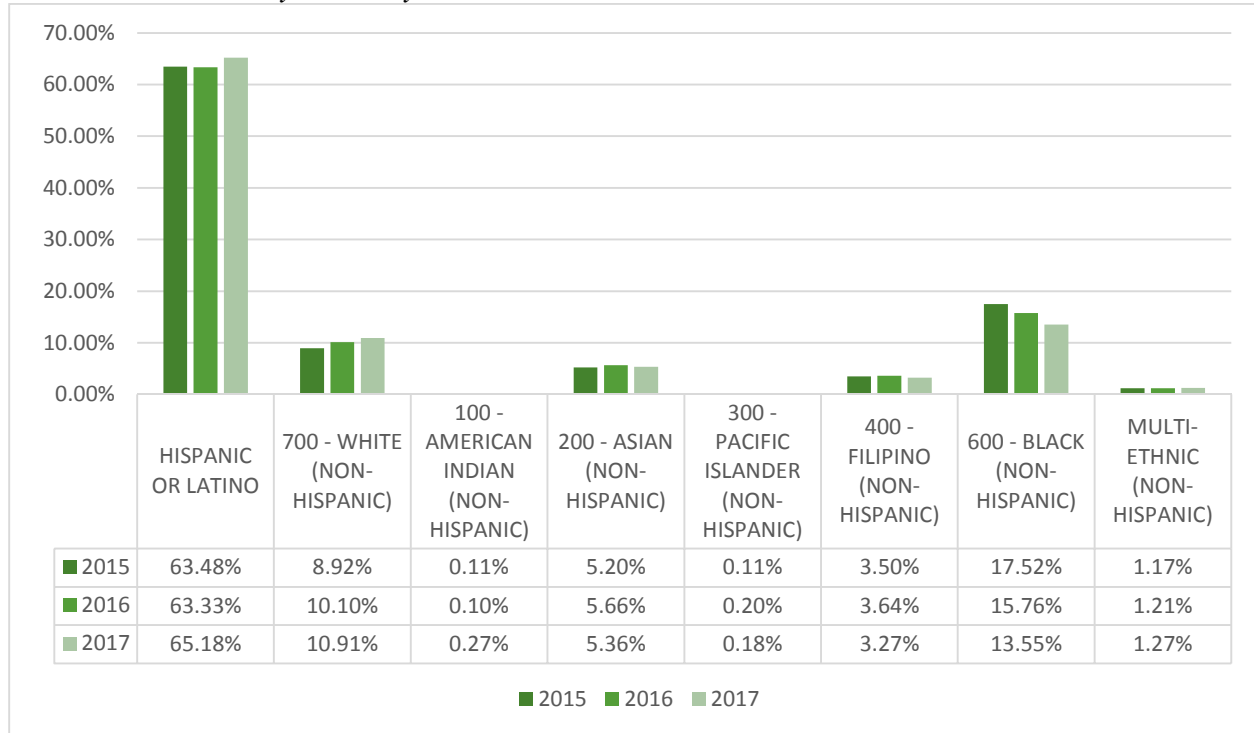
### *Student Enrollment by Grade*

| Grade | 2014-2015 | 2015-2016 | 2016-2017 |
|-------|-----------|-----------|-----------|
| 6     | 144       | 142       | 184       |
| 7     | 105       | 141       | 149       |
| 8     | 142       | 108       | 143       |
| 9     | 173       | 172       | 145       |
| 10    | 162       | 161       | 189       |
| 11    | 158       | 137       | 159       |
| 12    | 142       | 129       | 132       |
| Total | 1026      | 990       | 1101      |

### *Student Enrollment by Gender*

| Gender | 2015 | 2016 | 2017 |
|--------|------|------|------|
| Female | 520  | 502  | 474  |
| Male   | 580  | 488  | 468  |

### Student Enrollment by Ethnicity



Blair's ethnic diversity is relatively stable with a slight increase in Hispanics and Whites, and a slight decrease in African-Americans. All other groups have had little change.

### Predominate Primary Languages

| Languages of English Learners  | 2013-14 | 2014-15 | 2015-16 |
|--------------------------------|---------|---------|---------|
| All Other                      | 9       | 7       | 5       |
| Arabic                         | 2       | 2       |         |
| Cantonese                      | 3       |         |         |
| Filipino (Pilipino or Tagalog) |         | 2       | 7       |
| Korean                         | 6       | 7       | 3       |
| Mandarin (Putonghua)           | 9       | 8       | 6       |
| Punjabi                        |         |         | 2       |
| Spanish                        | 140     | 178     | 163     |
| Total                          | 169     | 204     | 186     |

Spanish continues to be the predominant primary language for our students with limited English proficiency. Blair needs to continue efforts to reach out to these families to make them feel welcome and help them engage with the school.

*Enrollment in Special Programs*

| Programs                   | 2015 | 2016 | 2017 |
|----------------------------|------|------|------|
| Puente                     | 54   | 68   | 59   |
| Health Careers Academy     | 96   | 112  | 90   |
| Culinary Arts Academy      | 66   | 42   | 23   |
| IB Full Diploma Candidates | 10   | 16   | 10   |
| IB Certificate Candidates  | 29   | 39   | 23   |
| GATE                       | 155  | 167  | 186  |
| SPED                       | 118  | 118  | 130  |

Beginning with the 2014-2015 school year, PUSD decided to phase out the Culinary and Hospitality Academy due to low enrollment. This year will be the last school year that Blair offers this program. There needs to be a continued effort to increase enrollment in the Health Academy and in the IBDP program. Our data indicate that our GATE population is also increasing.

*Language Proficiency Numbers*

| Language Proficiency                           | 2014        | 2015        | 2016        |
|--|-------------|-------------|-------------|
| English Learners                               | 169 (16.3%) | 204 (19.9%) | 186 (19.3%) |
| Fluent English Proficient (FEP)                | 328 (31.7%) | 334 (32.6%) | 329 (34.2%) |
| Reclassified Fluent English Proficient (R-FEP) | 18 (10.1%)  | 8 (4.7%)    | 18 (8.8%)   |



## D. Addressing the Eight State Priorities

### *Conditions of Learning*

The Federal Elementary and Secondary Act (ESEA) requires that all teachers in core subject areas meet minimum requirements to be considered “Highly Qualified.” These qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

#### *Highly Qualified Teachers*

|   | 2013-2014 | 2014-2015 | 2015-2016 |
|---|-----------|-----------|-----------|
| Fully Credentialed  | 52        | 53        | 46        |
| Do Not Meet ESEA  | 1         | 1         | 2         |
| Without Full Credentials  | 1         | 0         | 0         |
| Teaching Outside Subject Area of Competence (with full credential.) | 2         | 2         | 0         |
| Nationally Board Certified Teachers                                 | 0         | 0         | 0         |
| Short Term Staffing Permit  | 0         | 0         | 0         |

|  | 2016-2017 |
|--|-----------|
| Number of Teachers with Advanced Degrees (Master’s Only) | 30        |
| BTSA Participants  | 3         |
| CLAD Completion Program                                  | 1         |

Until the 2016-2017 school year, Blair had a stable teaching staff. However, due to various factors which included challenging negotiations with labor unions, an increase in a need for BCLAD certified staff, and a change in leadership, a number of teachers left Blair or PUSD. This left several openings this school year. As seen on the chart to the right, Blair currently has 11 staff members with less than two years teaching in the district. Of these, seven teachers are in their first two years of teaching. We, also, currently have two long-term substitutes. One is teaching in a Special Education classroom and the other teaches Spanish.

| Years Teaching in PUSD | 2016-2017 |
|------------------------|-----------|
| 0-2                    | 11        |
| 3-5                    | 3         |
| 6-10                   | 14        |
| 11-15                  | 11        |
| 16-20                  | 8         |
| 21-25                  | 2         |
| 26+                    | 2         |

### Professional 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). These are included in the first row in the table below.

In addition to A Monday professional development, Blair teachers take advantage of professional development opportunities related to our programs, initiatives, or their specific discipline. Teachers attend these training during the year and in the summer time.

### Professional Development

| Training   | Provider  |
|--|---|
| <u>A Monday Professional Development Topics:</u><br>IB Program Components<br>IB Learner Profile<br>IB Unit Planning<br>IB Strategies<br>IB Personal Project Supervisor<br>IBMYP Assessments<br>IB Teaching and Learning/Reflection/Growth<br><br>Single Plan for Student Achievement:<br>Analyze Performance Data<br>Update Plan to Address: EL/SPED/GATE<br><br><i>Teach Like a Champion:</i> Classroom engagement strategy<br>(required participation vs. voluntary participation)<br>Kagan Structures<br><br>Response to Intervention:<br>Review 16 Proactive Strategies<br>Universal Screener for At Risk Students<br>Data Analysis & Strategies<br>Mental Health Procedures for referrals<br>African American Success Initiative<br><br>English Learners/Special Education:<br>SDAIE Strategies<br>Vocabulary Instruction<br>English Learner Master Plan<br>Differentiation<br>Monitoring and Meeting IEP Goals | <i>Blair A Monday Professional Development:</i><br>This is attended by ALL teachers and is primarily provided by onsite staff. Topics are decided by the Instructional Leadership Team based on observed need, teacher requests, or district initiatives. |

|  |  |
|--|--|
| Technology:<br>Chromebooks 101<br>Google Drive<br>Naviance   |  |
| <u>IB:</u><br>International Baccalaureate Career Related Programme Launch<br>Theory of Knowledge, Level 3<br>Extended Essay  | International Baccalaureate Organization hosted on site  |
| <u>English Learners:</u><br>CAL Newcomers Institute<br>English Language Development<br>CELDT Administration  | D.L.A.C.C.<br>PUSD & LACOE<br>PUSD   |
| <u>Math:</u><br>TenMarks<br>Mathematics Vision Project curriculum<br>Engage New York Curriculum<br>Grading and using rubric from Smarter Balance<br>Performance Task Assessments<br>BEAL: Training on Smarter Balance Assessment<br>PLC Common Core Standards<br>Geometry Common Core standards<br>Geometry Stations in the classroom<br>Differentiating Instruction | PUSD<br><br><br><br><br><br><br><br><br>Out of State   |
| <u>English:</u><br>Expository Reading and Writing Course (ERWC)<br>IBDP English, Language and Literature Workshop<br>AP Reading for English Language and Literature<br>Building Educator Assessment Literacy<br>The Theater Arts Workshop<br>UCLA Writing Project  | CSU Los Angeles<br>International Baccalaureate<br>College Board<br>West Ed<br>Huntington Library and Botanical Gardens |
| <u>History:</u><br>Early American History<br>CCEJ Restorative Justice Training<br>The Constitution<br>Academic Discourse/DBQ Training  | Colonial Williamsburg Teacher Institute<br><br>James Madison Teacher Institute<br>Green Dot Public Schools             |
| <u>Science:</u><br>IB Sports, Exercise and Health Science<br>IBMYP Sciences<br>Next Generation Science Standards<br>Stemscopes   | IB Organization<br><br>PUSD  |

|   |   |
|---|---|
| <u>Literacy:</u><br>Reciprocal Reading<br>Writing Workshop<br>Balanced Literacy   | Generation Ready/PUSD   |
| <u>Special Education:</u><br>Club 21 Educational Partnership Program<br>Club 21 Moving on Up<br>Club 21 Assistive Technology<br>Monitoring and Meeting IEP Goals  | Club 21<br><br>Special Education Staff                                  |
| <u>World Language/DLIP:</u><br>Spanish Curriculum/Adoption  | PUSD  |
| <u>Visual and Performing Arts:</u><br>IB Music SL<br>Little Kids Rock Training<br>Assessment in the Arts<br>Photography/Video Industry Workshops  | IB Organization<br>PUSD<br>IB Organization                              |
| <u>Health Careers Academy:</u><br>National Academy Foundation Conference  |   |
| <u>Technology:</u><br>NEARPOD Certified Teacher<br>Tech Leader Training<br>Hapara<br>Haiku<br>Aeries  | PUSD  |
| <u>Physical Education:</u><br>Physical Education Requirements<br>PEP Grant<br>USTA School Tennis Workshop<br>California Alliance for Health, Physical Education,<br>Recreation and Dance  | PUSD<br>LACOE<br>PUSD<br>Conference                                     |
| <u>JROTC:</u><br>60 Passenger Bus Certification Driving, 15 Passenger Van<br>Certification, Range Certification Training, Drown<br>Proofing Certification, Accident Avoidance Course, and<br>Army Safe Driving Course<br><br>JROTC Professional Development:<br>Marksmanship Training, Classroom Management, JROTC<br>Unit Management, JROTC Logistics training and<br>Certification, Rappel Rope Management, Rappel Coach<br>Training, Master Rappelling Certification, and Professional<br>Ethics & Prevention of Educator Misconduct | Fort Irwin, CA<br><br>Fort Lewis, Washington<br><br>Fort Knox, Kentucky |

|  |   |
|--|---|
| US Army Cadet Command Distance Learning Certification, Logistics Training Course, and 21st century Learning (Charlotte Danielson Teaching Framework,) Department of Defense Cyber Awareness Training, and Cyber Bullying Training.<br><br>Department of the Army Required Training: Classroom Management, Educational Psychology, Learning & the Brain, and Secondary Methods. | Fort Gordon, Georgia  |
| <u>Other:</u><br>CPR Training<br>Project Based Learning (PBL) 101<br>Health/Nutrition Training<br>GATE<br>Upward Bound<br>Equity vs Equality<br>Kagan Cooperative Learning<br>Student Engagement Strategies<br>Puente Program  | PUSD<br><br>PUSD<br>Upward Bound<br>USC<br>Kagan<br>Engage 11<br>Puente |

Training provided by the district is usually tied to a district initiative and all members of that specific department are required to attend. The IBO requires that all teachers attend IB training on a five-year training cycle. Budget restrictions have made it challenging to maintain this level of training, but beginning with the 2016-2017 school year, Blair has begun to host training on site to allow more teachers to be trained all together. The first training of this kind took place in October 2016, in preparation for authorization for the IB Career Related Program to work in conjunction with our Health Careers Academy.

Although the Blair student population is relatively evenly distributed by gender, the Blair teaching staff is not. More than half of the teaching staff is female. The teaching staff is also not representative of the student population in ethnicity. This is especially evident because there is only one African-American teacher. Also, most of the teaching staff is White. There is an increase in the number of Hispanic teachers. This is likely an outcome of Blair's need to hire teachers with a BCLAD in Spanish to teach in the International Academy and the Spanish Dual Language Immersion Program.

*Certificated Staff by Ethnicity 2016-2017*

|   |                | Male   |                     |                                |                        |                                |                                |                     |                                 | Female   |                     |                                |                        |                                |                                |                     |                                 | Totals |
|---|----------------|--|---------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|---------------------|---------------------------------|--|---------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|---------------------|---------------------------------|--------|
|   |                | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | Hispanic or Latino of Any Race | African American, Not Hispanic | White, Not Hispanic | Two or More Races, Not Hispanic | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | Hispanic or Latino of Any Race | African American, Not Hispanic | White, Not Hispanic | Two or More Races, Not Hispanic |        |
| 1 | Teachers       |  | 2                   |                                | 1                      | 6                              |                                | 6                   | 1                               |  | 4                   |                                |                        | 14                             | 1                              | 15                  |                                 | 50     |
| 2 | Counselors     |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                |                        | .5                             |                                | 2                   |                                 | 2.5    |
| 3 | Administrators |  |                     |                                |                        | 1                              |                                | 1                   |                                 |  |                     |                                |                        | 1                              |                                |                     |                                 | 3      |
| 4 | Librarian      |  |                     |                                |                        |                                |                                | 1                   |                                 |  |                     |                                |                        |                                |                                |                     |                                 | 1      |
| 5 | Psychologist   |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                |                        |                                |                                | 1                   |                                 | 1      |
| 6 | Nurse          |  |                     |                                |                        |                                |                                |                     |                                 |  |                     |                                | 1                      |                                |                                |                     |                                 | 1      |
|   | TOTAL          |  | 2                   |                                | 1                      | 7                              |                                | 8                   | 1                               |  | 4                   |                                | 1                      | 15.5                           | 1                              | 18                  |                                 | 58.5   |

The Blair teacher absence rate has averaged 9.5% over the last three years. The main reasons for teachers being out of the classroom are Sick Leave and School Business. The average has also been driven up, in some cases, by teachers on maternity leave or industrial accident. In these cases, a regular long term substitute teacher was hired for those positions. Nonetheless, Blair needs to explore ways to reduce the amount of time that teachers are out of the classroom, as this does affect overall student achievement.

*Teacher Absence Rate*

| Reason for Absence          | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------------------------|-----------|-----------|-----------|
| School Business             | 307       | 237       | 236       |
| Sick Leave                  | 480       | 391       | 358       |
| Personal Necessity          | 145       | 123       | 182       |
| Jury Duty/Subpoena          | 1         | 5         | 5         |
| Industrial/Illness          | 12        | 180       | 48        |
| Maternity                   | 13        | 0         | 48        |
| Negotiation                 | 0         | 1         | 1         |
| Bereavement                 | 1         | 9         | 0         |
| Administrative Leave        | 2         | 0         | 0         |
| Total Days Out of Classroom | 961       | 946       | 878       |
| Number of Teachers          | 56        | 53        | 53        |
| Teacher Absence Rate        | 9.5%      | 9.9%      | 9.2%      |



### *Access to Standards Aligned Curriculum*

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### *Standards Aligned Instructional Materials*

| Grade Levels | Subject                | Publisher                | Adoption Year | Sufficient | Lacking % |
|--------------|------------------------|--------------------------|---------------|------------|-----------|
| 6th-12th     | Mathematics            | Holt, Rinehart & Winston | 2008          | Yes        | 0.0%      |
| 6th-8th      | Mathematics            | McDougal Littell         | 2008          | Yes        | 0.0%      |
| 9th-12th     | Reading/Language Arts  | Holt McDougal            | 2010          | Yes        | 0.0%      |
| 9th-12th     | Reading/Language Arts  | Holt, Rinehart & Winston | 2003          | Yes        | 0.0%      |
| 6th-8th      | Science                | CPO Science              | 2007          | Yes        | 0.0%      |
| 9th-12th     | Science                | Holt, Rinehart & Winston | 2007          | Yes        | 0.0%      |
| 9th-12th     | Science                | McDougal Littell         | 2007          | Yes        | 0.0%      |
| 9th-12th     | Science                | Prentice Hall            | 2007          | Yes        | 0.0%      |
| 6th-8th      | Social Science/History | Glencoe                  | 2006          | Yes        | 0.0%      |
| 9th-12th     | Social Science/History | Holt, Rinehart & Winston | 2006          | Yes        | 0.0%      |
| 9th-12th     | Social Science/History | McDougal Littell         | 2007          | Yes        | 0.0%      |
| 9th-12th     | Social Science/History | Prentice Hall            | 2006          | Yes        | 0.0%      |

Blair has made the transition to the Common Core State Standards. The PUSD, including teachers from Blair, created teams to help create the new Scope and Sequence for math and English Language Arts. Additionally, it has worked to transition to the Next Generation Science Standards. In doing so, Blair has used state adopted materials as resources to meet the Common Core Standards. During the summer of 2016, the English and math departments came together again to align the Scope and Sequence to the IB MYP. In some cases, teachers selected and secured novels to support the CCSS and the IB more effectively. Additionally, the PUSD has selected the open source materials from Engage NY and the Mathematics Vision Project to supplement the current math adoption. During the 2016-2017 school year, select teachers will begin piloting math instructional materials for subsequent adoption.

### *School Facilities*

Blair is awaiting of the district's Measure TT school renovation project of the main high school

building. The majority of high school classrooms have been moved to a former elementary school and is called Blair East Campus. Many aspects of Blair will be renovated in the next two years and all our community stakeholders have advocated strongly for construction of the main building to move forward expeditiously. Blair opened its new middle school building in August 2011. This new complex won several awards including the Leroy Green Design & Planning Award from the California Coalition for Adequate School Housing and the American Institute, California Council. Due to space limitations on Blair East, some high school classrooms are housed on the middle school campus called the C campus. As the school's enrollment grows, space is becoming a problem. In the 2016-2017 school year, two portable classrooms were added on Blair East. However, there are currently some teachers who must share rooms.

Nonetheless, we have worked to make the Blair East campus comfortable for our students and families. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2015.

| <b>School Facility Conditions</b><br>Date of Last Inspection: 10/25/2015<br>Overall Summary of School Facility Conditions: Good |                                  |      |      |   |
|---|----------------------------------|------|------|---|
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned  |
|   | Good                             | Fair | Poor |   |
| Systems (Gas Leaks, Mech/HVAC, Sewer)   | X                                |      |      |   |
| Interior  |                                  | X    |      | Classrooms 08, 13, & 24- Unsecured tall shelving. Classroom 8- Damaged drywall. Classroom 21- Damaged carpeting. Restrooms by 12- Peeling ceiling paint in Boys and Girls. (Work orders submitted.) |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)  | X                                |      |      |   |
| Electrical  | X                                |      |      |   |
| Restrooms/Fountains   | X                                |      |      |   |
| Safety (Fire Safety, Hazardous Materials)   | X                                |      |      |   |
| Structural (Structural Damage, Roofs)   | X                                |      |      | Gym- Missing handrail anchors in stairwell to Boys Locker room. (Work order submitted.)   |
| External (Grounds, Windows, Doors, Gates, Fences)   | X                                |      |      | Admin Offices- Raised concrete at front of school. Sidewalk. (Work order submitted.)  |

The C campus has four fully functional, state of the art labs, with appropriate storage closets for laboratory equipment and supplies. Two of these labs are assigned to high school teachers.

### *Standards Implementation*

Blair has fully implemented the California Common Core State Standards. English Language Arts and math both have a new scope and sequence which is fully aligned to Common Core. Additionally, PUSD administers benchmarks aligned to the Common Core three times a year. Teachers are expected to follow the scope and sequence to ensure that students are meeting standards. There is discussion about the effectiveness of the district benchmarks; however, our teachers administer them as expected. For this reason, Blair teachers need to develop common assessments to better monitor student achievement and inform their instructional practices.

In science, Blair is in its second year of transition to the Next Generation Science Standards. Currently, the student cohort in the 7<sup>th</sup> grade has received two years of the Stemscores curriculum which is PUSD's approved resource for NGSS implementation. All teachers received training in the Common Core and have worked on their IB Units to better align to CCSS and to the IBMYP.

### *Students Meeting UC A-G Requirements*

PUSD's graduation requirements are closely aligned with the UC A-G requirements to give more students access to college preparatory coursework.

#### *Percentage of Students Enrolled in A-G Approved Coursework*

| Grade Level | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------|-----------|-----------|-----------|
| 9           | 99.4      | 95.7      | 100       |
| 10          | 98.2      | 96.5      | 99        |
| 11          | 97.1      | 98.4      | 98.5      |
| 12          | 98.3      | 100       | 100       |
| Total       | 98.25%    | 97.65%    | 99.4%     |

Although most our students are enrolled in A-G approved coursework, those who have successfully completed all the UC A-G Requirements consistently fall around 30%. This is due to students not receiving a minimum grade of "C" in these courses, or in not meeting all the requirements as set forth.

### *Students Meeting UC A-G Requirements*

|                  | 2014   | 2015  | 2016  | 2017  |
|------------------|--------|-------|-------|-------|
| Graduating Class | 24.30% | 27.9% | 33.3% | 28.6% |

### *Math I (Algebra) Enrollment*

The Pasadena Unified School district adopted Integrated Math I, II, and III, as its course of study for high school math, to replace Algebra I, Geometry and Algebra II. PUSD does not offer any coursework lower than Math I to freshmen in high school, therefore, there are no high school

students in courses below Math I. Students who are enrolled in Math I beyond 9<sup>th</sup> grade are repeating Math I, as are new arrivals in the International Academy without evidence of having met this requirement in their home country.

*Students Enrolled in Math I (Algebra I)*

| Grade | 2014-2015 | 2015-2016 | 2016-2017 |
|-------|-----------|-----------|-----------|
| 6     | 0         | 1         | 0         |
| 7     | 0         | 1         | 1         |
| 8     | 14        | 19        | 27        |
| 9     | 119       | 150       | 108       |
| 10    | 32        | 68        | 44        |
| 11    | 12        | 23        | 30        |
| 12    | 11        | 11        | 18        |
| Total | 188       | 273       | 228       |

*Extra-Curricular Activities*

Although Blair is small school, there are several opportunities for students to become involved in an activity they enjoy. In addition to sports Blair has a traditional Associated Student Body made up of grade six through twelve. The ASB is made up of class and board officers that are elected each year and exhibit leadership qualities. ASB meets two to three times a week before school to plan schoolwide activities and events. Some activities include dances and assemblies. With representatives from each grade level, in addition to some from the many programs at Blair, ASB aims to represent the student body and strives to make the year successful and fun. There are opportunities for students to start their own clubs, as well, if they have an area of interest. Below are the clubs chartered for the 2016-2017 school year.

*Chartered Clubs 2016-2017*

|                                  |  |
|----------------------------------|--|
| Adventure Club                   | Fellowship of Christian Athletes       |
| Art Club                         | FCCLA                                  |
| Blair IB Singers (BIBS)          | Film Buffs Club                        |
| Black Student Union (BSU)        | Gay Straight Alliance (GSA)            |
| Blair Army JROTC                 | HOSA                                   |
| Blair Band Booster Club          | IB Club                                |
| Blair FCCLA                      | IB Mentoring Program                   |
| Blair Literature-Book Club       | Latino Student Union                   |
| Blair Spirit Squad               | LEOS Club                              |
| Blair Tennis Team                | Middle School Advisory                 |
| Building Muscle on Campus (BMOC) | Middle School Spirit Club              |
| Chess Club                       | National Honor Society                 |
| Class of 2017                    | Pacific Asian Club                     |
| Class of 2018                    | Puente Club                            |
| Class of 2019                    | Si Se Puede                            |
| Class of 2021                    | Social Justice Club/VIPS Club          |
| Class of 2022                    | SRLA                                   |
| College Prep Club                | Students with A Mentor Program (SWAMP) |

|   |   |
|---|---|
| Competitive Gaming Club<br>Creative Writing<br>Cross Country Team<br>Dance Team | The Interact Club<br>V-Squad (Pep Squad)<br>Women's Volleyball<br>Yearbook Club |
|---|---|

Students also can participate in CIF competitive sports. Blair has the smallest high school enrollment in the district making it challenging to field many teams. Additionally, often, serious athletes will transfer to other, bigger schools. This has made Blair's athletic program suffer. In the 2016-2017 season, our football roster fell dangerously low in the total number of players, and we were forced to cancel the rest of the season, for player safety. There are some developing bright spots in our programs. Our Boys' Basketball team is becoming a strong and highly competitive team. Also, there is renewed interest in sports such as swimming, tennis and water polo which have traditionally struggled to fill their rosters. Currently, Blair fields teams in the following sports:

Basketball – Boys and Girls  
Soccer – Boys and Girls  
Baseball  
Softball  
Track  
Cross Country  
Volleyball  
Tennis  
Swimming  
Water Polo

Next year, we will field a football team and have started the process of rebuilding this team.

#### *Expenditures Per Pupil*

The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

| <b>Expenditures per Pupil<br/>School</b>            |         |
|---|---------|
| Total Expenditures per Pupil                        | \$8,359 |
| From Supplemental/Restricted Sources                | \$2,397 |
| From Basic/Unrestricted Sources                     | \$5,962 |
| <b>District</b>                                     |         |
| From Basic/Unrestricted Sources                     | \$4,991 |
| Percentage of Variation between School and District | 19.5%   |
| <b>State</b>  |         |
| From Basic/Unrestricted Sources                     | \$5,348 |
| Percentage of Variation between School and State    | 11.5%   |

### *Pupil Achievement Outcomes*

Blair students took their first CAASPP assessments in the 2014-2015. Comparative data from 2015 to 2016 show modest overall gains, although some subgroups have declined. CAASPP data indicate that Blair students are performing at about the district average overall. However, when examined by subgroups, Blair is performing significantly below the district and state average for English Learners. Blair hosts the International Academy which has caused an increase in the number of English Learners with low proficiency levels. However, when compared to other English Learners with less than 12 months in the country, with similar a similar group in the district, Blair is still under-performing. Factors affecting this include: many students with interrupted schooling and trauma from their home countries, overcrowding in IA classrooms, and not enough exposure to English models in the self-contained IA classrooms.

There is a strong need for a clear scope and sequence to address the need of English Learners at all levels of proficiency at Blair. There has also been instability in the ELD curriculum due to several leadership changes at the district level for the English Learner program. PUSD has gone from *Edge*, to *Read 180* and *System 44*, and back to *Edge*. When *Read 180* and *System 44* were adopted by the district, the technology needed to make this program successful was not available to IA teachers. Teachers continued to use *Edge Fundamentals* to support IA students. English Learners outside of the IA are also not making adequate progress. Zero percent of ELs Met Standard on the CAASPP.

Students who are Economically Disadvantaged are also below the district and state average. The group who is exceeding the district and state average is Whites. While it is good to see this group making great progress, the achievement gap is becoming greater at Blair.

### *California Assessment of Student Performance and Progress (CAASPP) 2014-2015 & 2015-2016 Data*

| ENGLISH LANGUAGE ARTS        |           |      |           |      |           |      |            |      |         |      |
|------------------------------|-----------|------|-----------|------|-----------|------|------------|------|---------|------|
|                              | 6th Grade |      | 7th Grade |      | 8th Grade |      | 11th Grade |      | Overall |      |
|                              | 2015      | 2016 | 2015      | 2016 | 2015      | 2016 | 2015       | 2016 | 2015    | 2016 |
| # of Students Enrolled       | 141       | 145  | 100       | 140  | 144       | 113  | 139        | 140  | 524     | 538  |
| # of Students Tested         | 139       | 140  | 98        | 138  | 137       | 108  | 125        | 129  | 499     | 515  |
| # of Students with Scores    | 139       | 140  | 98        | 137  | 133       | 108  | 123        | 129  | 493     | 514  |
|                              |           |      |           |      |           |      |            |      |         |      |
| Standard Exceeded: Level 4   | 14%       | 15%  | 10%       | 19%  | 10%       | 4%   | 26%        | 22%  | 15%     | 15%  |
| Standard Met: Level 3        | 22%       | 30%  | 21%       | 26%  | 25%       | 27%  | 36%        | 30%  | 26%     | 28%  |
| Standard Nearly Met: Level 2 | 24%       | 19%  | 27%       | 15%  | 26%       | 21%  | 20%        | 14%  | 24%     | 17%  |
| Standard Not Met: Level 1    | 41%       | 36%  | 42%       | 41%  | 39%       | 48%  | 18%        | 34%  | 35%     | 39%  |



| MATH                         |      |      |      |      |      |      |      |      |         |      |
|------------------------------|------|------|------|------|------|------|------|------|---------|------|
|                              | 6th  |      | 7th  |      | 8th  |      | 11th |      | Overall |      |
|                              | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015    | 2016 |
| # of Students Enrolled       | 141  | 145  | 100  | 140  | 144  | 113  | 139  | 140  | 524     | 538  |
| # of Students Tested         | 139  | 140  | 98   | 138  | 136  | 108  | 124  | 130  | 497     | 516  |
| # of Students With Scores    | 139  | 140  | 98   | 138  | 133  | 108  | 123  | 130  | 493     | 516  |
|                              |      |      |      |      |      |      |      |      |         |      |
| Standard Exceeded: Level 4   | 12%  | 13%  | 7%   | 20%  | 14%  | 4%   | 11%  | 12%  | 12%     | 13%  |
| Standard Met: Level 3        | 16%  | 18%  | 11%  | 16%  | 19%  | 15%  | 18%  | 21%  | 16%     | 17%  |
| Standard Nearly Met: Level 2 | 22%  | 30%  | 21%  | 17%  | 20%  | 23%  | 28%  | 23%  | 23%     | 23%  |
| Standard Not Met: Level 1    | 50%  | 39%  | 60%  | 47%  | 47%  | 58%  | 42%  | 45%  | 49%     | 47%  |

*CAASPP Data by Subgroup*

| English Language Arts |              |            |           |         |                            |            |           |         |                  |            |           |         |
|-----------------------|--------------|------------|-----------|---------|----------------------------|------------|-----------|---------|------------------|------------|-----------|---------|
| All Grades            |              |            |           |         |                            |            |           |         |                  |            |           |         |
|                       | All Students |            |           |         | Economically Disadvantaged |            |           |         | English Learners |            |           |         |
|                       | Blair 2015   | Blair 2016 | PUSD 2016 | CA 2016 | Blair 2015                 | Blair 2016 | PUSD 2016 | CA 2016 | Blair 2015       | Blair 2016 | PUSD 2016 | CA 2016 |
| Standard Exceeded     | 15%          | 15%        | 17%       | 20%     | 8%                         | 7%         | 9%        | 10%     | 0%               | 0%         | 1%        | 3%      |
| Standard Met          | 26%          | 28%        | 25%       | 29%     | 23%                        | 22%        | 22%       | 25%     | 4%               | 0%         | 6%        | 10%     |
| Standard Nearly Met   | 24%          | 17%        | 23%       | 24%     | 25%                        | 19%        | 25%       | 27%     | 16%              | 6%         | 18%       | 25%     |
| Standard Not Met      | 35%          | 39%        | 36%       | 28%     | 44%                        | 52%        | 45%       | 38%     | 80%              | 94%        | 74%       | 62%     |

| Math       |              |                            |                  |                                   |                            |
|------------|--------------|----------------------------|------------------|-----------------------------------|----------------------------|
| All Grades |              |                            |                  |                                   |                            |
|            | All Students | Economically Disadvantaged | English Learners | EL in US Schools Less than 1 Year | Students with Disabilities |

|                     | Blair 2015 | Blair 2016 | PUSD 2016 | CA 2016 | Blair 2015 | Blair 2016 | PUSD 2016 | CA 2016 | Blair 2015 | Blair 2016 | PUSD 2016 | CA 2016 | Blair 2015 | Blair 2016 | PUSD 2016 | CA 2016 | Blair 2015 | Blair 2016 |
|---------------------|------------|------------|-----------|---------|------------|------------|-----------|---------|------------|------------|-----------|---------|------------|------------|-----------|---------|------------|------------|
| Standard Exceeded   | 12%        | 13%        | 14%       | 17%     | 4%         | 5%         | 6%        | 7%      | 1%         | 1%         | 2%        | 3%      | 0%         | 0%         | 6%        | 8%      | 4%         | 2%         |
| Standard Met        | 16%        | 17%        | 17%       | 20%     | 15%        | 12%        | 13%       | 16%     | 5%         | 0%         | 6%        | 9%      | 0%         | 0%         | 14%       | 12%     | 2%         | 5%         |
| Standard Nearly Met | 23%        | 23%        | 27%       | 28%     | 22%        | 22%        | 29%       | 30%     | 8%         | 5%         | 21%       | 25%     | 7%         | 6%         | 18%       | 20%     | 12%        | 16%        |
| Standard Not Met    | 49%        | 47%        | 42%       | 35%     | 59%        | 61%        | 52%       | 46%     | 86%        | 94%        | 71%       | 63%     | 93%        | 94%        | 63%       | 60%     | 83%        | 77%        |

*CAASP Data by Ethnicity*

|                     | ENGLISH LANGUAGE ARTS/LITERACY |            |                  |                     | Math             |            |                  |                     |
|---------------------|--------------------------------|------------|------------------|---------------------|------------------|------------|------------------|---------------------|
|                     | African American               |            |                  |                     | African American |            |                  |                     |
|                     | Blair 2015                     | Blair 2016 | Pasadena Unified | State of California | Blair 2015       | Blair 2016 | Pasadena Unified | State of California |
| Standard Exceeded   | 10%                            | 3%         | 9%               | 9%                  | 4%               | 1%         | 5%               | 5%                  |
| Standard Met        | 28%                            | 29%        | 22%              | 22%                 | 9%               | 15%        | 14%              | 13%                 |
| Standard Nearly Met | 23%                            | 26%        | 21%              | 25%                 | 33%              | 28%        | 28%              | 27%                 |
| Standard Not Met    | 38%                            | 41%        | 47%              | 44%                 | 54%              | 56%        | 53%              | 54%                 |
|                     | Asian                          |            |                  |                     | Asian            |            |                  |                     |
|                     | Blair 2015                     | Blair 2016 | Pasadena Unified | State of California | Blair 2015       | Blair 2016 | Pasadena Unified | State of California |
| Standard Exceeded   | 26%                            | 34%        | 45%              | 45%                 | 35%              | 48%        | 47%              | 48%                 |
| Standard Met        | 32%                            | 34%        | 28%              | 30%                 | 35%              | 24%        | 27%              | 24%                 |
| Standard Nearly Met | 26%                            | 14%        | 12%              | 14%                 | 19%              | 17%        | 16%              | 17%                 |
| Standard Not Met    | 16%                            | 17%        | 15%              | 11%                 | 10%              | 10%        | 11%              | 11%                 |
|                     | Filipino                       |            |                  |                     | Filipino         |            |                  |                     |
|                     | Blair 2015                     | Blair 2016 | Pasadena Unified | State of California | Blair 2015       | Blair 2016 | Pasadena Unified | State of California |
| Standard Exceeded   | 25%                            | 38%        | 36%              | 33%                 | 15%              | 13%        | 28%              | 28%                 |
| Standard Met        | 60%                            | 38%        | 34%              | 37%                 | 40%              | 38%        | 30%              | 29%                 |
| Standard Nearly Met | 5%                             | 0%         | 12%              | 19%                 | 35%              | 25%        | 23%              | 27%                 |
| Standard Not Met    | 10%                            | 25%        | 18%              | 11%                 | 10%              | 25%        | 18%              | 16%                 |

|                     | Hispanic      |               |                     |                        | Hispanic      |               |                     |                        |
|---------------------|---------------|---------------|---------------------|------------------------|---------------|---------------|---------------------|------------------------|
|                     | Blair<br>2015 | Blair<br>2016 | Pasadena<br>Unified | State of<br>California | Blair<br>2015 | Blair<br>2016 | Pasadena<br>Unified | State of<br>California |
| Standard Exceeded   | 8%            | 9%            | 11%                 | 11%                    | 5%            | 6%            | 7%                  | 7%                     |
| Standard Met        | 22%           | 23%           | 22%                 | 26%                    | 13%           | 13%           | 14%                 | 17%                    |
| Standard Nearly Met | 27%           | 19%           | 26%                 | 27%                    | 20%           | 24%           | 29%                 | 31%                    |
| Standard Not Met    | 44%           | 48%           | 42%                 | 36%                    | 62%           | 57%           | 50%                 | 45%                    |
|                     | White         |               |                     |                        | White         |               |                     |                        |
|                     | Blair<br>2015 | Blair<br>2016 | Pasadena<br>Unified | State of<br>California | Blair<br>2015 | Blair<br>2016 | Pasadena<br>Unified | State of<br>California |
| Standard Exceeded   | 42%           | 41%           | 33%                 | 30%                    | 36%           | 36%           | 30%                 | 26%                    |
| Standard Met        | 32%           | 47%           | 33%                 | 34%                    | 22%           | 33%           | 27%                 | 27%                    |
| Standard Nearly Met | 16%           | 3%            | 17%                 | 20%                    | 26%           | 21%           | 25%                 | 27%                    |
| Standard Not Met    | 10%           | 9%            | 16%                 | 16%                    | 16%           | 10%           | 18%                 | 21%                    |

#### *Adequate Yearly Progress*

With the revision of the state's accountability system, no targets have been set to meet AYP beyond Participate Rates. Blair has met the testing participation rates for the past two years as indicated in the tables below. Graduation rates are also reported.

| Participation Rates                 |      |      |      |      |
|-------------------------------------|------|------|------|------|
| Student Groups                      | ELA  |      | Math |      |
|                                     | 2015 | 2016 | 2015 | 2016 |
| Schoolwide                          | 97%  | 99%  | 97%  | 98%  |
| Black or African American           | 94%  | 100% | 92%  | 100% |
| American Indian or Alaska Native    | 100% | 100% | 100% | 100% |
| Asian                               | 100% | 100% | 100% | 100% |
| Filipino                            | 100% | 100% | 100% | 100% |
| Hispanic or Latino                  | 98%  | 99%  | 97%  | 98%  |
| Native Hawaiian or Pacific Islander | 100% | 100% | 100% | 100% |
| White                               | 100% | 99%  | 100% | 100% |
| Two or More Races                   | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged     | 97%  | 99%  | 96%  | 99%  |
| English Learners                    | 97%  | 99%  | 95%  | 97%  |
| Students with Disabilities          | 89%  | 97%  | 84%  | 99%  |

*Adequate Yearly Progress Transition Report*

| Student Groups                      | Class of 2015<br>Graduation Rate | Average<br>Graduation Rate | (Three-Year<br>Weighted<br>Calculation<br>Methods) |
|-------------------------------------|----------------------------------|----------------------------|--|
| Schoolwide                          | 73%                              | 77%                        | 3yr  |
| Black or African American           | 92%                              | 83%                        | 3yr  |
| American Indian or Alaska Native    | --                               | --                         | --   |
| Asian                               | --                               | --                         | --   |
| Filipino                            | --                               | --                         | --   |
| Hispanic or Latino                  | 67%                              | 75%                        | 3yr  |
| Native Hawaiian or Pacific Islander | --                               | --                         | --   |
| White                               | 73%                              | --                         | --   |
| Two or More Races                   | --                               | --                         | --   |
| Socioeconomically Disadvantaged     | 70%                              | 78%                        | 3yr  |
| English Learners                    | 38%                              | 45%                        | 3yr  |
| Students with Disabilities          | 44%                              | 60%                        | 3yr  |

As shown above, students with disabilities and English Learners continue to trail significantly behind in graduation rates. Nonetheless, Blair met its graduation schoolwide graduation targets.

| Groups                              | 2014<br>Cohort<br>Graduation<br>Rate (class<br>of 2012-13) | 2015<br>Cohort<br>Graduation<br>Rate<br>(class of<br>2013-14) | 2015<br>Target<br>Graduation<br>Rate | 2015<br>Graduation<br>Rate<br>Criteria<br>Met | 2016<br>Target<br>Graduation<br>Rate<br>(Class of<br>2014-15) | Exclusion/<br>Alternative<br>Method |
|-------------------------------------|--|---|--------------------------------------|---|---|-------------------------------------|
| Schoolwide                          | 80.42  | 71.43   | 82.34                                | Yes   | 76.07   | 5Y                                  |
| Black or African American           | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| American Indian or Alaska Native    | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| Asian                               | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| Filipino                            | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| Hispanic or Latino                  | 79.76  | 70.93   | 81.81                                | Yes   | 75.70   | 6Y                                  |
| Native Hawaiian or Pacific Islander | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| White                               | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| Two or More Races                   | --   | --  | N/A                                  | N/A   | N/A   | U50                                 |
| Socioeconomically                   | 80.17  | 73.55   | 82.13                                | Yes   | 77.66   | 6Y                                  |

|                            |    |       |     |     |       |      |
|----------------------------|----|-------|-----|-----|-------|------|
| Disadvantaged              |    |       |     |     |       |      |
| English Learners           | -- | 47.06 | N/A | N/A | 57.80 | PY50 |
| Students with Disabilities | -- | --    | N/A | N/A | N/A   | U50  |

### *College Readiness Assessments*

College Readiness Assessment data indicates that our college-bound students are not on average with their peers. Scores have fluctuated from year to year, showing neither steady growth or decline. Particularly, our African-American and Hispanic students are scoring significantly below their peers on the SAT. ACT data confirms that our students are improving in some areas, but still below their peers. AP data is proving a little more encouraging as our AP pass rate is steadily rising. However, the pass rate is also below the state average.

### *Scholastic Assessment Test – Mean Scores*

|                            | Blair<br>2014 | CA<br>2014 | SAT<br>50 <sup>th</sup> % | Blair<br>2015 | CA<br>2015 | SAT<br>50 <sup>th</sup> % | Blair<br>2016 | CA<br>2016 |
|----------------------------|---------------|------------|---------------------------|---------------|------------|---------------------------|---------------|------------|
| Number of Test Takers      | 72            |            |                           | 63            |            |                           | 64            |            |
| Critical Reading           | 450           | 498        | 440                       | 489           | 495        | 490                       | 460           | 484        |
| Mathematics                | 464           | 510        | 440                       | 495           | 506        | 500                       | 465           | 494        |
| Writing                    | 435           | 496        | 430                       | 475           | 491        | 470                       | 453           | 477        |
| <b>Subject Tests</b>       |               |            |                           |               |            |                           |               |            |
| English                    | 496           | *          | *                         | 526           | *          | *                         | *             | *          |
| History and Social Studies | 534           | *          | *                         | 532           | *          | *                         | *             | *          |
| Math Level 1 & 2           | 561           | *          | *                         | 563           | *          | *                         | *             | *          |
| Science                    | 518           | *          | *                         | *             | *          | *                         | *             | *          |

### *Scholastic Assessment Test by Ethnicity*

| Ethnicity                   | 2013-2014   |     |         |      |         | 2014-2015   |     |         |      |         | 2015-2016   |    |         |      |         |
|-----------------------------|-------------|-----|---------|------|---------|-------------|-----|---------|------|---------|-------------|----|---------|------|---------|
|                             | Test Takers | %   | Reading | Math | Writing | Test Takers | %   | Reading | Math | Writing | Test Takers | %  | Reading | Math | Writing |
| Asian                       | 9           | 13% | 453     | 533  | 429     | 7           | 11% | 493     | 501  | 474     |             | 12 | 503     | 537  | 481     |
| African American            | 16          | 22% | 412     | 399  | 408     | 19          | 30% | 475     | 471  | 467     |             | 20 | 449     | 433  | 446     |
| Mexican or Mexican American | 24          | 33% | 441     | 450  | 425     | 17          | 27% | 494     | 508  | 493     |             |    | NA      | NA   | NA      |

|                |    |     |     |     |     |   |     |     |     |     |  |    |     |     |     |
|----------------|----|-----|-----|-----|-----|---|-----|-----|-----|-----|--|----|-----|-----|-----|
| Other Hispanic | 13 | 18% | 479 | 499 | 467 | 8 | 13% | 466 | 488 | 426 |  | 26 | 450 | 449 | 441 |
| White          | 6  | 8%  | 543 | 542 | 513 | 8 | 13% | 536 | 540 | 491 |  | 2  |     |     |     |
| Other          | 3  | 4%  |     |     |     | 4 | 6%  |     |     |     |  |    |     |     |     |

### ACT

| 2013-2014          |                     |               |                        |                        |                     |                        |                            |                             |
|--------------------|---------------------|---------------|------------------------|------------------------|---------------------|------------------------|----------------------------|-----------------------------|
| Name               | Grade 12 Enrollment | Number Tested | Average Score: Reading | Average Score: English | Average Score: Math | Average Score: Science | Number of Scores $\geq 21$ | Percent of Scores $\geq 21$ |
| Blair High         | 128                 | 43            | 19                     | 18                     | 20                  | 19                     | 15                         | 34.88                       |
| Pasadena Unified   | 1,584               | 245           | 20                     | 19                     | 20                  | 19                     | 101                        | 41.22                       |
| Los Angeles County | 123,249             | 26,182        | 20                     | 20                     | 21                  | 20                     | 11,794                     | 45.05                       |
| Statewide          | 498,403             | 97,607        | 22                     | 21                     | 23                  | 21                     | 55,211                     | 56.56                       |

| 2014-2015          |                     |               |                        |                        |                     |                        |                            |                             |
|--------------------|---------------------|---------------|------------------------|------------------------|---------------------|------------------------|----------------------------|-----------------------------|
| Name               | Grade 12 Enrollment | Number Tested | Average Score: Reading | Average Score: English | Average Score: Math | Average Score: Science | Number of Scores $\geq 21$ | Percent of Scores $\geq 21$ |
| Blair High         | 142                 | 49            | 20                     | 20                     | 21                  | 20                     | 20                         | 40.82                       |
| Pasadena Unified   | 1,558               | 258           | 21                     | 21                     | 21                  | 20                     | 121                        | 46.9                        |
| Los Angeles County | 123,666             | 27,473        | 21                     | 20                     | 21                  | 20                     | 12,848                     | 46.77                       |
| Statewide          | 496,901             | 104,230       | 22                     | 22                     | 22                  | 22                     | 59,881                     | 57.45                       |

### Advanced Placement Courses and Exams

Blair offers both the AP and IB Diploma Programme to students who wish to take challenging coursework. However, because Blair has low enrollment, it cannot maintain large offerings of classes in both. For this reason, the Blair team decided to offer IBDP courses wherever possible instead of the AP equivalent. The result is that Blair now offers few AP courses to students. The AP courses currently available to students are:

AP Spanish Language, AP American Government, AP Human Geography, AP Calculus AB, and AP World History. The Assistant Principal over Curriculum and Instruction, Maricela Brambila, is responsible for maintaining the AP Course List with the College Board.

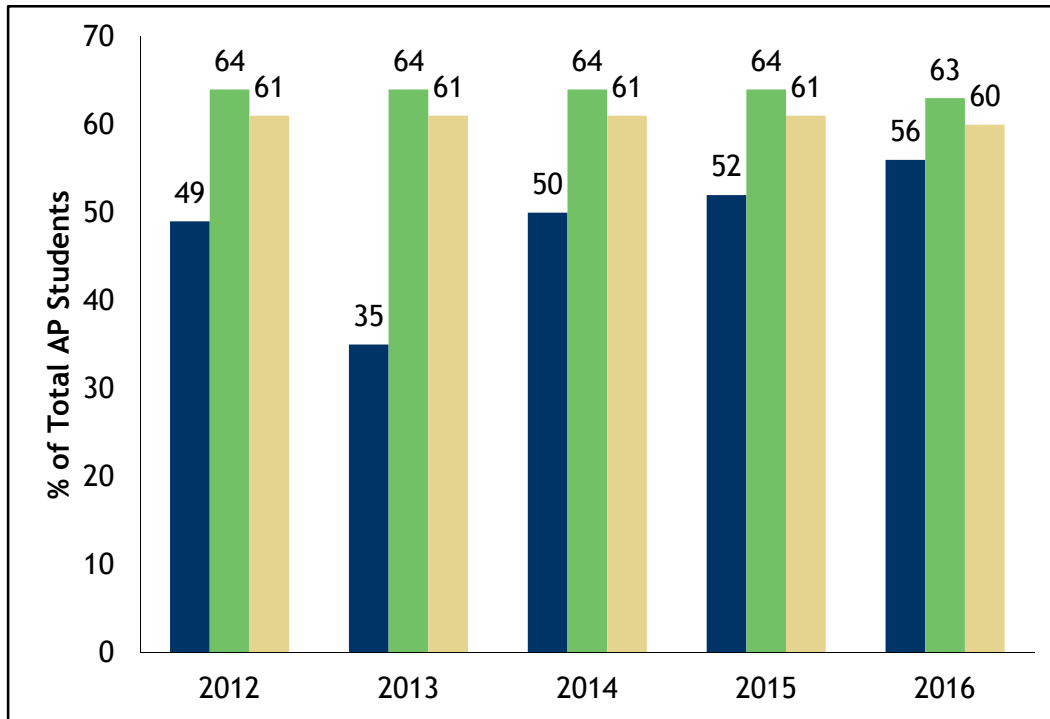
All other advanced coursework is offered in the IBDP program. As indicated below, of the students enrolled in AP classes, at least 73% have taken the AP exam in May. This accounts for only about 20% of the students in grades where these courses are traditionally offered. Of those taking the AP exams, approximately 50% of students are passing. This is about 10% lower than the California average.



| Students Enrolled in AP Course                        |       |       |      |
|---|-------|-------|------|
| Year  | 2014  | 2015  | 2016 |
| Students Enrolled in AP Courses                       | 100   | 102   | 129  |
| Student Who Took At Least One Exam                    | 78    | 90    | 94   |
| Percentage of AP Students Who Took One Exam           | 78%   | 88%   | 73%  |
| Percentage of Grades 10-12 Who Took At least One Exam | 16.9% | 19.5% | 22%  |

**Blair High School (052373)**

% of Total AP Students with Scores 3+



Blair High School

California

Global

2012 2013 2014 2015 2016

**Blair High School (052373)**

|                                       |      |      |      |      |      |
|---------------------------------------|------|------|------|------|------|
| Total AP Students                     | 91   | 77   | 78   | 90   | 94   |
| Number of Exams                       | 170  | 133  | 108  | 144  | 135  |
| AP Students with Scores 3+            | 45   | 27   | 39   | 47   | 53   |
| % of Total AP Students with Scores 3+ | 49.5 | 35.1 | 50.0 | 52.2 | 56.4 |

**California**

|                                       |         |         |         |         |         |
|---------------------------------------|---------|---------|---------|---------|---------|
| Total AP Students                     | 321,501 | 338,891 | 354,227 | 372,502 | 396,266 |
| Number of Exams                       | 594,959 | 635,596 | 668,479 | 707,509 | 749,444 |
| AP Students with Scores 3+            | 207,367 | 215,233 | 227,801 | 237,063 | 247,845 |
| % of Total AP Students with Scores 3+ | 64.5    | 63.5    | 64.3    | 63.6    | 62.5    |

### *International Baccalaureate Diploma Programme*

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 the required tests in May; sometimes these exams overlap with the AP exams, so students can take many arduous tests in the course of one month. All IB are evaluated to set criteria by international examiners.

Blair has been making a concerted effort to expand and strengthen the implementation of the IBDP Programme. As such, we have expanded course offerings and increased academic guidance and counseling to students who are interested in pursuing Diploma coursework. Blair has a 60% IB Diploma Programme Coordinator who recruits and counsels students interested in the program. She ensures that students meet all their requirements and communicates with the academic counselors to make sure that students are taking the appropriate coursework. Below are the courses offered in the IB DP and the latest enrollment in each of those. The data indicates that there has been no significant growth in enrollment or in diplomas granted.

#### *IBDP Course Enrollment*

| Course                                    | 2014-2015 | 2015-2016 | 2016-2017 |
|---|-----------|-----------|-----------|
| IB English HL                             | 49        | 54        | 55        |
| IB Biology HL                             | 40        | 39        | 38        |
| IB History of the Americas HL             | 55        | 45        | 41        |
| IB Spanish SL                             | 27        | 24        | 29        |
| IB Math Studies SL                        | 37        | 28        | 28        |
| IB Music SL                               | 4         | 3         | 7         |
| IB Physics SL                             | 25        | 19        | 16        |
| IB Sports, Exercise and Health Science SL | NA        | 7         | 13        |
| IB Theory of Knowledge SL                 | 22        | 25        | 15        |
| Total Enrollment in Grades 11 & 12        | 258       | 266       | 290       |

IBDP Assessment results mirror other college readiness data. Our students perform at least one point below the world-wide average in almost every subject.

*IBDP Assessment Results*

| Subject              | 2014                 |                       |                            | 2015                 |                       |                            |
|----------------------|----------------------|-----------------------|----------------------------|----------------------|-----------------------|----------------------------|
|                      | Number of Candidates | Average Grade (Blair) | Average Grade (World-Wide) | Number of Candidates | Average Grade (Blair) | Average Grade (World-Wide) |
| English HL           | 13                   | 4.0                   | 4.78                       | 17                   | 4.4                   | 5.09                       |
| Spanish SL           | 9                    | 5.33                  | 5.05                       | 18                   | 4.0                   | 5.03                       |
| Hist. of Americas HL | 15                   | 3.87                  | 4.1                        | 20                   | 3.81                  | 4.21                       |
| Biology HL           | 5                    | 2.8                   | 4.31                       | 17                   | 2.65                  | 4.35                       |
| Physics SL           | 32                   | 2.1                   | 4.16                       | 23                   | 3                     | 4.19                       |
| Math Studies SL      | 10                   | 4.7                   | 4.51                       | 15                   | 3.77                  | 4.48                       |
| Music SL             | NA                   | NA                    | NA                         | 5                    | 3.6                   | 4.31                       |

*IB Full Diploma Candidates, Awardees, and Certificate Candidates*

| Programs                   | 2015 | 2016 | 2017 |
|----------------------------|------|------|------|
| IB Full Diploma Candidates | 10   | 16   | 10   |
| IB Diploma Recipients      | 4    | 6    | NA   |
| IB Certificate Candidates  | 29   | 39   | 23   |
| Senior Class Count         | 142  | 129  | 132  |
| % Full Diploma Candidates  | 7%   | 12%  | 8%   |

While there is much interest in the IB Full Diploma, the number of students who receive it is small. The IBDP Coordinator reports that many students feel unprepared for the rigors of the World Language requirements. They further express anxiety about the time commitment it takes to complete the full diploma. This year, without the reduced cost IB exams, we anticipate more students dropping Full Diploma coursework because of exam cost. The IBDP Coordinator is currently looking for ways to help students fundraise and offset exam fees. Blair and PUSD need to continue supporting the program to encourage more students to complete the full diploma.

*Academic Performance Index (API) Trends*

The latest available API data is for 2013. In the Transitional Report released by the CDE, Blair is consistently over 700. However, when looking at the subgroups, once again we see our ELs, students receiving Special Education services, African-American and Hispanic students scoring below 700.

*Academic Performance Index (API)*

| Groups                          | Number of Students Included in 2011<br>Growth API | 2011 Growth API | Number of Students Included in 2012<br>Growth API | 2012 Growth API | Number of Students Included in 2013<br>Growth API | 2013 Growth API | Non-Weighted 3-Year Average<br>API* | Weighted 3-Year Average<br>API* |
|---------------------------------|---|-----------------|---|-----------------|---|-----------------|-------------------------------------|---------------------------------|
| Schoolwide                      | 892   | 717             | 898   | 702             | 904   | 711             | 710                                 | 710                             |
| Black or African American       | 248   | 720             | 260   | 681             | 227   | 688             | 696                                 | 696                             |
| Asian                           | 23  | 864             | 26  | 736             | 34  | 794             | 798                                 | 795                             |
| Filipino                        | 31  | 839             | 34  | 834             | 40  | 852             | 842                                 | 842                             |
| Hispanic or Latino              | 494   | 684             | 472   | 680             | 498   | 682             | 682                                 | 682                             |
| White                           | 62  | 791             | 72  | 793             | 73  | 841             | 808                                 | 809                             |
| Two or More Races               | 28  | 862             | 27  | 808             | 28  | 799             | 823                                 | 823                             |
| Socioeconomically Disadvantaged | 611   | 689             | 654   | 673             | 698   | 679             | 680                                 | 680                             |
| English Learners                | 222   | 580             | 222   | 578             | 242   | 609             | 589                                 | 590                             |
| Students with Disabilities      | 82  | 557             | 105   | 525             | 110   | 507             | 530                                 | 527                             |

*English Learners Achieving Proficiency*

Annual CELDT data indicate that a significant number of our ELs are not progressing. This is evident because 28% of our English Learners are still at the beginning level of English proficiency after one year in our program. Initial CELDT data shows that most students coming to us are at the beginning level of English proficiency. Blair needs to work on accelerating the growth on English acquisition for this group of students.

*Annual CELDT Results 2015-2016*

| Number and Percent of Students at Each Overall Performance Level |            |            |            |            |            |            |            |             |
|--|------------|------------|------------|------------|------------|------------|------------|-------------|
| Performance Level  | 6          | 7          | 8          | 9          | 10         | 11         | 12         | Total       |
| Advanced   | 0%         | 1<br>4%    | 0%         | 1<br>4%    | 0%         | 0%         | 0%         | 2<br>1%     |
| Early Advanced   | 3<br>19%   | 5<br>19%   | 1<br>7%    | 6<br>22%   | 5<br>23%   | 3<br>13%   | 4<br>17%   | 27<br>18%   |
| Intermediate   | 6<br>38%   | 10<br>38%  | 5<br>36%   | 8<br>30%   | 5<br>23%   | 5<br>22%   | 6<br>26%   | 45<br>30%   |
| Early Intermediate   | 4<br>25%   | 4<br>15%   | 5<br>36%   | 6<br>22%   | 6<br>27%   | 7<br>30%   | 3<br>13%   | 35<br>23%   |
| Beginning  | 3<br>19%   | 6<br>23%   | 3<br>21%   | 6<br>22%   | 6<br>27%   | 8<br>35%   | 10<br>43%  | 42<br>28%   |
| Number Tested  | 16<br>100% | 26<br>100% | 14<br>100% | 27<br>100% | 22<br>100% | 23<br>100% | 23<br>100% | 151<br>100% |

*Initial CELDT Results 2015-2016*

| Performance Level  | 6         | 7         | 8          | 9          | 10         | 11         | 12         | Total       |
|--------------------|-----------|-----------|------------|------------|------------|------------|------------|-------------|
| Advanced           | 0%        | 0%        | 1<br>10%   | 1<br>6%    | 2<br>7%    | 1<br>4%    | 0%         | 5<br>5%     |
| Early Advanced     | 0%        | 0%        | 0%         | 0%         | 0%         | 1<br>4%    | 1<br>10%   | 2<br>2%     |
| Intermediate       | 0%        | 0%        | 0%         | 1<br>6%    | 0%         | 2<br>8%    | 1<br>10%   | 4<br>4%     |
| Early Intermediate | 1<br>17%  | 1<br>14%  | 0%         | 1<br>6%    | 3<br>11%   | 0%         | 0%         | 6<br>6%     |
| Beginning          | 5<br>83%  | 6<br>86%  | 9<br>90%   | 13<br>81%  | 22<br>81%  | 20<br>83%  | 8<br>80%   | 83<br>83%   |
| Number Tested      | 6<br>100% | 7<br>100% | 10<br>100% | 16<br>100% | 27<br>100% | 24<br>100% | 10<br>100% | 100<br>100% |

English Learner reclassification and proficiency data corroborate that our ELs are not progressing at the same rate as the district or the state. Our ELs are not meeting their AMAOs. This includes both newer students and those who have been in the program five or more years.

*English Learner Reclassification Data*

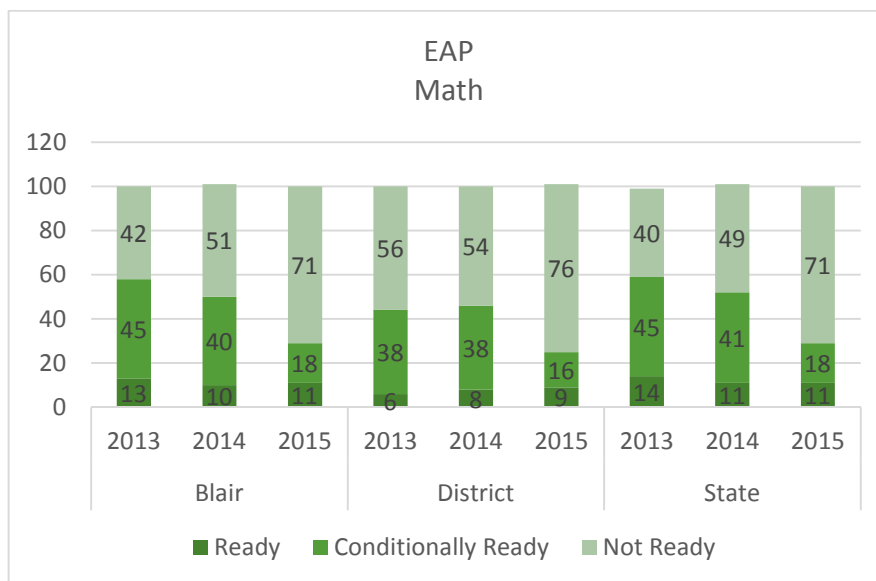
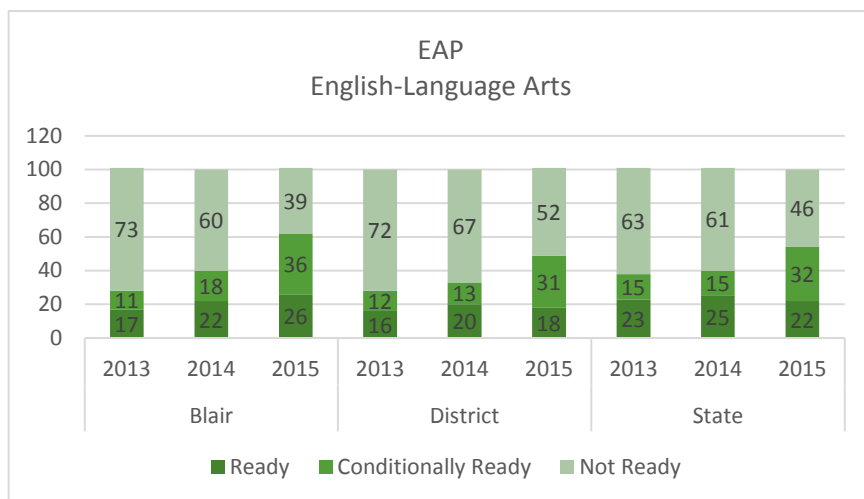
|                  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------------|---------|---------|---------|---------|---------|
|                  | 16      | 13      | 18      | 8       | 18      |
| Redesignated FEP | 9.4%    | 7.8%    | 10.1%   | 4.7%    | 8.8%    |

*English Learners Achieving Proficiency*

| LEA/School Name  | AMAO 1 - Annual Growth        |                  |                                 |                   |                    | AMAO 2 - Attaining English Proficiency |                               |                                |                  |                               |                                |
|------------------|-------------------------------|------------------|---------------------------------|-------------------|--------------------|--|-------------------------------|--------------------------------|------------------|-------------------------------|--------------------------------|
|                  |                               |                  |                                 |                   |                    | Less than 5 years                      |                               |                                | 5 Years or More  |                               |                                |
|                  | Number of Annual CELDT Takers | Number in Cohort | Percent with Prior CELDT Scores | Number Met AMAO 1 | Percent Met AMAO 1 | Number in Cohort                       | Number Attain Eng Prof. Level | Percent Attain Eng Prof. Level | Number in Cohort | Number Attain Eng Prof. Level | Percent Attain Eng Prof. Level |
| Pasadena Unified | 2,991                         | 2,990            | 100%                            | 1,638             | 54.80%             | 2,416                                  | 666                           | 27.60%                         | 1,070            | 395                           | 36.90%                         |
| Blair High       | 158                           | 158              | 100%                            | 72                | 45.60%             | 114                                    | 13                            | 11.40%                         | 81               | 19                            | 23.50%                         |

Early Assessment Program data indicate that our students are improving in ELA, but declining in math. In ELA, Blair students have made steady growth in achieving “Ready” and in some cases, exceed the state average. In math, however, we show that our students are declining in the percentage of students meeting “Ready” and our students are performing below the state average.

*Early Assessment Program (EAP)*



Analysis of grades for the last three semesters show that approximately half or our students are receiving a D or F in at least one course. Students in the 10<sup>th</sup> grade have the highest rate. This may be due to the difficulty of both Chemistry and Math II. Blair needs to develop an intervention plan to support students who are struggling in their math and science academic classes.

*Report Card Analysis – Ds and Fs*

| Number of Students Who Earned a D or F at the Semester |             |             |             |
|--|-------------|-------------|-------------|
| Grade  | Fall 2015   | Spring 2016 | Fall 2016   |
| 6  | 63          | 66          | 83          |
| 7  | 74          | 72          | 63          |
| 8  | 62          | 56          | 71          |
| 9  | 85          | 81          | 88          |
| 10   | 87          | 96          | 103         |
| 11   | 76          | 87          | 95          |
| 12   | 44          | 55          | 57          |
| Total  | 491 (49.5%) | 513 (51.8%) | 560 (50.8%) |
| Total Students   | 990         | 990         | 1101        |

*Parent Engagement Indicators*

Blair has robust parent participation and our parents' input is often sought out to help inform decisions. The School Site Council oversees the development of/and approves the Single Plan for Student Achievement and the expenditures of site funds. Blair parents take this responsibility seriously and give targeted feedback to site leadership to ensure that funds are being used to improve the instructional program of the school. More recently, parents advocated for additional interventions for middle school students who were under-performing in math. The staff shares the SPSA with parents, the data and goals discussed, and parents share their feedback before the plan is approved. The School Site Council is not the only group that provide input in the direction of the school.

Blair also has various parent groups that give parents an opportunity to share their concerns and shape the direction of the school. Among these are the Blair Design Team, the Middle School Advisory, the DLIP Parent Group, ELAC, and most recently, the new principal added a monthly "Coffee with the Principal" to invite a drop-in conversation area, the Blair Design Team, the Executive Board Team and the Annual Fund Committee. Although Blair makes a great effort to engage its families, it would help to streamline the various parent groups and their purposes.

Blair has a designated room and a staff member to engage with our families. The Family Resource Room is located on the C school campus and staffed by a full-time Community Assistant, Mrs. Frances Sanchez. The Community Assistant acts as a resource to parents to help navigate the school, solicits and clears volunteers, and provides feedback to the site administration about concerns she is hearing from the parent community. Mrs. Sanchez also helps parents learn about our online Parent Portal to monitor student attendance and progress and she hosts parent trainings about topics such as: Accelerated Reader, understanding secondary report cards, etc. These are presented by staff members, but coordinated by Mrs. Sanchez based on parent requests. Our Community Assistant has developed a strong relationship with our community as a result of her commitment to our parents and her responsiveness to their needs.

Working with Mrs. Sanchez, Mrs. Rhyna Vasquez, our English Learner Coach, meets with our



ELAC families two times a month. One meeting is used to meet with the ELAC elected board to determine the agenda for the ELAC meeting. The second meeting is the actual ELAC meeting. Our parents provide input to the agenda items for this meeting, aside from the state required topics. As the EL Coach takes on more coaching responsibilities, this responsibility will go primarily to Mrs. Sanchez.

PUSD and the Parent Education Network (PEN), a non-profit parent group that promotes engagement in Pasadena's Public Schools, also periodically survey parents about their perceptions and concerns. These reports are then shared with school leadership teams.

### *School Dropouts*

Blair has implemented Behavioral Response to Intervention in an attempt to engage our most At Risk students. This includes 16 Proactive Classroom Strategies for use in the general classroom. It also adds layers of support to students such as counseling and checking-in with an adult on campus. The school completes the Universal Screener 360° to identify at-risk students. We find that staff can track at-risk youth and when students start exhibiting attendance problems, our attendance clerk follows up with calls home. We are frequently able to re-engage students or work with the family to find alternative resources to keep students in school. However, Foster Youth remains one of our hardest groups to engage.

At the high school level, we have found that some of our International Academy students who come in without formal transcripts or come in the later grades sometimes find the task of achieving a diploma insurmountable. Until this year, the district has largely left continuing education as the responsibility of the school. However, Blair is now working with the district's Alternative Education staff to ensure that there is a clear and direct path to Alternative/Continuing Education for our IA students. Students will be automatically enrolled after the completion of their senior year, so they may complete their diploma. However, work still needs to be done in this area as we need to make Alternative Education options available sooner to our IA students to avoid the risk of having them drop out. Again, this work is underway with the district.

### *Middle School Dropout Rate*

| Level    | 2013  |       | 2014  |       | 2015  |       |
|----------|-------|-------|-------|-------|-------|-------|
| School   | 10    | 6.50% | 1     | 0.70% | 4     | 2.80% |
| District | 68    | 5.10% | 6     | 0.50% | 10    | 0.80% |
| State    | 2,870 | 0.60% | 1,185 | 0.30% | 1,262 | 0.30% |

*High School Drop Out Rate*

|                                 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------|---------|---------|---------|---------|
| School                          | 15.8    | 12.6    | 17.9    | 18.2    |
| District                        | 13.2    | 9.2     | 11.1    | 8.6     |
| County                          | 14.8    | 12.5    | 12.6    | 12.5    |
| State                           | 13.1    | 11.4    | 11.5    | 10.7    |
| English Learners                | 44.1    | 33.3    | 35.3    | 54.1    |
| Socioeconomically Disadvantaged | 13.7    | 13.2    | 14.9    | 21.9    |
| Asian                           | 28.6    | 14.3    | 57.1    | 12.5    |
| Black or African American       | 8.2     | 13.8    | 14.8    | 0       |
| Filipino                        | 12.5    | 14.3    | 12.5    | 0       |
| Hispanic or Latino              | 16      | 13.1    | 17.4    | 26.5    |
| Two or More Races               | 22.2    | 0       | 0       | 20      |
| White                           | 33.3    | 10      | 10      | 13.3    |

*Attendance*

Blair and PUSD contract with A2A to implement attendance policy. Blair has a strong plan in place to monitor attendance. Our attendance clerk, Mr. Lloyd Dabasol, monitors attendance and helps use follow the SART and SARB process. We have an Attendance Committee that meets every other month. We identify the highest risk students to provide support systems. First and second letters of truancy are sent to parents and once parents receive the second letter of truancy, an administrator holds a group meeting with the families. These are conducted in English and in Spanish. Students and parents sign an attendance contract. If chronic absences persist, Blair will refer students to the SARB committee which includes district personnel, support services staff, and the Pasadena District Attorney. These are usually held at the Pasadena Police Department. At this point, the parent and student will be on a formal contract with the Pasadena District Attorney.

Attendance rates for our Foster Youth is lower than other students. The majority of our students who are chronically absent are Foster Youth. We work with the local LCIs, but they often do not have resources to help us keep our Foster Youth in class when students refuse to go to class. LCI staff will not come to Blair for a student unless he/she is suspended or if one of their own clinicians will have them released for medical reasons.

*Average Daily Rate of Attendance*

|          | School Year |           |           |
|----------|-------------|-----------|-----------|
|          | 2014-2015   | 2015-2016 | 2016-2017 |
| Month 1  | 97.17%      | 97.70%    | 97.04%    |
| Month 2  | 96.21%      | 96.33%    | 96.14%    |
| Month 3  | 95.99%      | 96.04%    | 95.93%    |
| Month 4  | 96.16%      | 96.02%    | 95.71%    |
| Month 5  | 95.59%      | 95.82%    | 96.26%    |
| Month 6  | 94.62%      | 95.14%    | TBD       |
| Month 7  | 94.69%      | 95.59%    | TBD       |
| Month 8  | 94.90%      | 95.94%    | TBD       |
| Month 9  | 95.07%      | 95.56%    | TBD       |
| Month 10 | 95.58%      | 95.57%    | TBD       |
| Month 11 | 94.72%      | 96.09%    | TBD       |

*Chronic Absentee Rate*

|                      | 2014-15       |                               |           | 2015-16       |                               |           | 2016-17       |                               |           |
|----------------------|---------------|-------------------------------|-----------|---------------|-------------------------------|-----------|---------------|-------------------------------|-----------|
|                      | # of Students | # of Students who are chronic | % Chronic | # of Students | # of Students who are chronic | % Chronic | # of Students | # of Students who are chronic | % Chronic |
| Average of displayed | 140           | 16                            | 11.76%    | 139           | 16                            | 11.69%    | 156           | 20                            | 12.48%    |
| 10th Grade           | 154           | 26                            | 17.01%    | 155           | 22                            | 14.02%    | 185           | 26                            | 14.07%    |
| 11th Grade           | 142           | 19                            | 13.47%    | 132           | 21                            | 15.67%    | 159           | 29                            | 18.43%    |
| 12th Grade           | 135           | 18                            | 13.09%    | 128           | 22                            | 17.07%    | 132           | 21                            | 15.88%    |
| 6th Grade            | 141           | 11                            | 8.08%     | 139           | 7                             | 5.10%     | 183           | 16                            | 8.46%     |
| 7th Grade            | 103           | 9                             | 8.83%     | 140           | 13                            | 9.56%     | 148           | 10                            | 6.91%     |
| 8th Grade            | 139           | 15                            | 10.47%    | 106           | 9                             | 8.23%     | 144           | 14                            | 9.74%     |
| 9th Grade            | 169           | 20                            | 11.99%    | 173           | 23                            | 13.43%    | 146           | 25                            | 16.95%    |

Examination of the Blair's high school graduation rate confirms that English Learners are struggling and their graduation rate is dropping. The school's rate is below the district. An examination of transcripts has revealed that students from the International Academy faced a challenge in meeting all graduation requirements in a short time. More alternative education options need to be made to students in our IA.

*High School Graduation Rate*

|                                 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------|---------|---------|---------|---------|
| School                          | 77.4    | 80.4    | 71.4    | 73.4    |
| District                        | 78.9    | 82.8    | 81.4    | 81.5    |
| County                          | 75.1    | 77.1    | 77.9    | 78.7    |
| State                           | 78.9    | 80.4    | 81      | 82.3    |
|                                 |         |         |         |         |
| All Students                    | 77.4    | 80.4    | 71.4    | 73.4    |
| English Learners                | 38.2    | 48.2    | 47.1    | 37.8    |
| Socioeconomically Disadvantaged | 79.2    | 80.2    | 73.6    | 70.2    |
| Black or African American       | 85.7    | 86.2    | 74.1    | 92.3    |
| Filipino                        | 87.5    | 71.4    | 87.5    | 100     |
| Hispanic or Latino              | 75.5    | 79.8    | 70.9    | 67.5    |
| Two or More Races               | 77.8    | 100     | 100     | 60      |
| White                           | 66.7    | 60      | 80      | 73.3    |

Discipline data shows that referrals are declining overall. Suspensions for Defiance have been eliminated altogether. Data also shows that African American students are receiving referrals at a rate 30% or greater, yet they only make up around 15% of our student population. Last year, the school embarked on the African American Male Success Initiative to better engage AA students; however, the referral rate went up for these students during the same year. The fact that there is only one African-American staff member indicates that Blair needs to make a greater attempt to reflect this student population and engage students more successfully in the classroom.

*Discipline Referrals*

| 2014-2015                      |       |       |     |     |     |     |    |     |     |           |        |       |        |      |     |       |      |
|--------------------------------|-------|-------|-----|-----|-----|-----|----|-----|-----|-----------|--------|-------|--------|------|-----|-------|------|
| Offense                        | Total | Grade |     |     |     |     |    | Sex |     | Ethnicity |        |       |        |      |     |       | SPED |
|                                |       | 7     | 8   | 9   | 10  | 11  | 12 | F   | M   | His       | Am Ind | Asian | Pac Is | Fili | AA  | White |      |
| DO NOT USE 48900 K DISRU       | 128   | 40    | 7   | 46  | 13  | 22  | -  | 29  | 99  | 75        | 1      | -     | -      | -    | 47  | 5     | 37   |
| 48900 N COMMITTED OR AT        | 1     | -     | -   | 1   | -   | -   | -  | -   | 1   | -         | -      | -     | -      | -    | 1   | -     | -    |
| 48900.2 SEXUAL HARRASSM        | 3     | -     | 1   | 1   | -   | 1   | -  | -   | 3   | 1         | -      | -     | -      | -    | 2   | -     | 1    |
| 48900.4 ADDITIONAL GROU        | 14    | 4     | 9   | 1   | -   | -   | -  | 1   | 13  | 2         | 1      | -     | -      | -    | 11  | -     | 12   |
| FAILURE TO FREEZE              | 1     | 1     | -   | -   | -   | -   | -  | -   | 1   | 1         | -      | -     | -      | -    | -   | -     | -    |
| 48900 A1 CAUSED ATTEMPT        | 55    | 21    | 14  | 10  | 3   | 6   | 1  | 19  | 36  | 30        | -      | 1     | -      | -    | 22  | 2     | 23   |
| 48900 A2 WILLFULLY USED        | 42    | 11    | 23  | 2   | 3   | 2   | 1  | 7   | 35  | 22        | 2      | -     | -      | -    | 18  | -     | 25   |
| 48900 B POSSESSED, SOLD,       | 5     | 1     | 2   | -   | 2   | -   | -  | 1   | 4   | 3         | 1      | -     | -      | 1    | -   | -     | 2    |
| DRESS CODE                     | 21    | 2     | 10  | 5   | 1   | 2   | 1  | 16  | 5   | 12        | -      | -     | -      | -    | 9   | -     | 1    |
| OUT OF CLASS                   | 145   | 45    | 9   | 59  | 18  | 10  | 4  | 71  | 74  | 89        | -      | -     | -      | 1    | 47  | 8     | 38   |
| OFF CAMPUS                     | 45    | 1     | 2   | 17  | 11  | 10  | 4  | 21  | 24  | 30        | 1      | -     | -      | 1    | 9   | 4     | 11   |
| TRUANCY                        | 9     | 2     | 1   | 1   | 4   | -   | 1  | 3   | 6   | 8         | -      | -     | -      | -    | 1   | -     | 5    |
| BUS INCIDENT                   | 1     | -     | 1   | -   | -   | -   | -  | -   | 1   | 1         | -      | -     | -      | -    | -   | -     | -    |
| 48900 O HARASSING A WITN       | 1     | 1     | -   | -   | -   | -   | -  | -   | 1   | 1         | -      | -     | -      | -    | -   | -     | -    |
| 48900 C UNLAWFULLY POSS        | 24    | 4     | 5   | 5   | 4   | 4   | 2  | 11  | 13  | 18        | -      | -     | -      | -    | 4   | 2     | 5    |
| 48900 R Engage in Bullying, In | 20    | 13    | 6   | 1   | -   | -   | -  | 1   | 19  | 12        | 1      | -     | -      | 1    | 6   | -     | 6    |
| 48900 F CAUSED OR ATTEM        | 19    | 9     | 6   | 1   | 2   | 1   | -  | 2   | 17  | 11        | -      | -     | -      | -    | 8   | -     | 9    |
| 48900 G STOLEN OR ATTEM        | 6     | 1     | 1   | 2   | -   | 2   | -  | 1   | 5   | 4         | 1      | -     | -      | -    | 1   | -     | 2    |
| 48900 H POSSESSED OR US        | 1     | -     | -   | 1   | -   | -   | -  | -   | 1   | 1         | -      | -     | -      | -    | -   | -     | -    |
| 48900 I COMMITTED AN OBS       | 40    | 14    | 9   | 12  | 3   | 2   | -  | 11  | 29  | 22        | 1      | -     | -      | -    | 16  | 1     | 20   |
| Discipline Notes               | 930   | 221   | 214 | 221 | 144 | 100 | 30 | 349 | 581 | 588       | 21     | 11    | -      | 5    | 261 | 41    | 294  |
| Does Not Have Materials        | 1     | 1     | -   | -   | -   | -   | -  | -   | 1   | 1         | -      | -     | -      | -    | -   | -     | -    |
| Total                          | 1,512 | 392   | 320 | 386 | 208 | 162 | 44 | 543 | 969 | 932       | 30     | 12    | -      | 9    | 463 | 63    | 491  |

# Blair High School ACS WASC/CDE Self-Study Report

| 2015-2016                      |       |         |         |         |         |    |    |         |         |           |        |       |        |      |         |       |         |
|--------------------------------|-------|---------|---------|---------|---------|----|----|---------|---------|-----------|--------|-------|--------|------|---------|-------|---------|
| Offense                        | Total | Grade   |         |         |         |    |    | Sex     |         | Ethnicity |        |       |        |      |         |       | SPED    |
|                                |       | 7       | 8       | 9       | 10      | 11 | 12 | F       | M       | His       | Am Ind | Asian | Pac Is | Fili | AA      | White |         |
| 48900 J SELLING DRUG PAR       | 1     | -       | -       | -       | -       | -  | 1  | -       | 1       | 1         | -      | -     | -      | -    | -       | -     | -       |
| (Do not use) 48900 K DISRUP    | 60    | -       | -       | 57      | 1       | 2  | -  | 16      | 44      | 2         | -      | -     | -      | -    | 56      | -     | 54      |
| 48900.2 SEXUAL HARRASSM        | 6     | 4       | 1       | -       | -       | -  | 1  | -       | 6       | -         | -      | -     | -      | -    | 5       | 1     | 1       |
| 48900.4 ADDITIONAL GROU        | 13    | 3       | -       | 4       | 4       | 2  | -  | 1       | 12      | 8         | -      | -     | -      | -    | 3       | 2     | 6       |
| 48900.7 MAKING TERRORIS        | 1     | -       | 1       | -       | -       | -  | -  | -       | 1       | -         | -      | -     | -      | -    | -       | 1     | -       |
| (Do not use) FAILURE TO FREEZE | 1     | -       | -       | 1       | -       | -  | -  | -       | 1       | 1         | -      | -     | -      | -    | -       | -     | 1       |
| 48900 A1 CAUSED ATTEMPT        | 51    | 14      | 13      | 11      | 6       | 5  | 2  | 14      | 37      | 33        | -      | -     | -      | -    | 16      | 2     | 11      |
| 48900 A2 WILLFULLY USED        | 51    | 17      | 10      | 12      | 3       | 8  | 1  | 25      | 26      | 29        | -      | -     | -      | -    | 18      | 4     | 19      |
| 48900 B POSSESSED, SOLD,       | 3     | 1       | 1       | -       | -       | 1  | -  | -       | 3       | 2         | -      | -     | -      | -    | 1       | -     | -       |
| DRESS CODE                     | 34    | 24      | 9       | 1       | -       | -  | -  | 25      | 9       | 25        | -      | -     | -      | -    | 9       | -     | 3       |
| OUT OF CLASS                   | 249   | 31      | 41      | 10<br>9 | 37      | 13 | 18 | 13<br>8 | 11<br>1 | 15<br>2   | -      | 3     | 1      | 2    | 85      | 6     | 72      |
| OFF CAMPUS                     | 17    | 1       | 2       | 7       | 2       | 4  | 1  | 10      | 7       | 9         | -      | -     | 2      | -    | 6       | -     | 4       |
| (Do not use) TRUANCY           | 11    | -       | 2       | 4       | -       | 4  | 1  | 5       | 6       | 9         | -      | -     | -      | -    | 2       | -     | 2       |
| BUS INCIDENT                   | 2     | -       | -       | -       | -       | 1  | 1  | -       | 2       | -         | -      | -     | -      | -    | 2       | -     | 2       |
| 48900 O HARASSING A WITN       | 1     | -       | -       | 1       | -       | -  | -  | 1       | -       | -         | -      | -     | -      | -    | 1       | -     | 1       |
| 48990 P UNLAWFUL SEE DR        | 4     | -       | -       | 3       | 1       | -  | -  | 4       | -       | 2         | -      | -     | 1      | -    | 1       | -     | -       |
| 48900 Q ENGAGE OR ATTEM        | 1     | -       | -       | 1       | -       | -  | -  | -       | 1       | -         | -      | -     | -      | -    | 1       | -     | -       |
| 48900 T AID ABET PHYSICAL      | 2     | 1       | -       | 1       | -       | -  | -  | 2       | -       | 1         | -      | -     | -      | -    | 1       | -     | -       |
| 48900 C UNLAWFULLY POSS        | 25    | 1       | 9       | 3       | 6       | 1  | 5  | 14      | 11      | 21        | -      | -     | -      | -    | 3       | 1     | 11      |
| 48900 R ENGAGE IN BULLYI       | 25    | 11      | 3       | 9       | 1       | -  | 1  | 4       | 21      | 12        | -      | -     | -      | -    | 12      | 1     | 11      |
| 48900 D UNLAWFULLY OFFE        | 2     | -       | 2       | -       | -       | -  | -  | -       | 2       | 1         | -      | -     | -      | -    | -       | 1     | -       |
| 48900 F CAUSED OR ATTEM        | 13    | 4       | 5       | 4       | -       | -  | -  | 6       | 7       | 9         | -      | -     | -      | -    | 4       | -     | 7       |
| 48900 G STOLEN OR ATTEM        | 5     | -       | 3       | 1       | -       | -  | 1  | 1       | 4       | 3         | -      | -     | -      | -    | 2       | -     | 1       |
| 48900 I COMMITTED AN OBS       | 24    | 9       | 4       | 9       | 1       | -  | 1  | 7       | 17      | 15        | -      | -     | -      | 1    | 7       | 1     | 10      |
| DISCIPLINE NOTES               | 526   | 14<br>5 | 12<br>6 | 14<br>6 | 57      | 30 | 22 | 13<br>8 | 38<br>8 | 31<br>2   | -      | -     | 2      | 3    | 17<br>7 | 32    | 21<br>2 |
| (Do not use) DOES NOT HAV      | 1     | -       | -       | -       | 1       | -  | -  | -       | 1       | 1         | -      | -     | -      | -    | -       | -     | -       |
| Total                          | 1,129 | 26<br>6 | 23<br>2 | 38<br>4 | 12<br>0 | 71 | 56 | 41<br>1 | 71<br>8 | 64<br>8   | -      | 3     | 6      | 6    | 41<br>2 | 52    | 42<br>8 |

*Suspension Rates*

| Level    | 2013           | 2014           | 2015           |
|----------|----------------|----------------|----------------|
| School   | 146 (11.4%)    | 111 (9.2%)     | 57 (5.1%)      |
| District | 1,473 (6.8%)   | 1,327 (6.4%)   | 988 (4.9%)     |
| State    | 329,370 (5.1%) | 279,383 (4.4%) | 243,603 (3.8%) |

*Expulsion Rates*

| Level    | 2013          | 2014          | 2015          |
|----------|---------------|---------------|---------------|
| School   | 0 (0.0%)      | 1 (0.08%)     | 0 (0.0%)      |
| District | 7 (0.03%)     | 6 (0.03%)     | 3 (0.01%)     |
| State    | 8,266 (0.13%) | 6,611 (0.10%) | 5,695 (0.09%) |

*Schoolwide Learner Outcomes*

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

While there is a pocket of students who engage in these activities, Blair needs to work on expanding these kinds of opportunities to more students. The International Baccalaureate is a great way for students to engage in global citizenship and service, yet only a small portion of our 11<sup>th</sup> and 12<sup>th</sup> grade feel ready to undertake this type of work to help them further these skills. Blair needs to ensure that there is a clear vertical articulation of skills that will help students undertake the rigors of the Diploma Programme thereby affording them better opportunities to achieve this outcome. Engaging the International Academy in the larger school population is an excellent way to do this. Blair also needs to work on expanding access to the rigorous IB program to more students and better prepare them to undertake this level of work.

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

After analyzing our performance data, this is an area that Blair needs to continue to work on. Our students with special needs, English Learners, Foster Youth, and African American students continue to underperform on various indicators, including graduation rates, state assessments, and college readiness assessments. However, it is necessary that all departments have a clear scope and sequence with common benchmarks to modify instruction and intervene before students get to summative assessments. Students also need further engagement in rigorous instruction which will build their skills for post-secondary success.





## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# CHAPTER 2

## PROGRESS REPORT



## SIGNIFICANT DEVELOPMENTS

Blair's last full WASC visitation was in March of 2011. We had a three-year review in March of 2014.

### *LCAP*

One of the greatest changes has been the transition to a new accountability system for CA schools. While Blair is not alone in this, success measurement Indicators have shifted to look at our schools from various data points. The LCAP for PUSD and the Indicators/Goals have been included in this report's Appendix. Because of the new indicators, PUSD has reported Blair as an "Achieving" school. Blair has been charged to improve English Proficiency for English Learners and to improve attendance.

### *New Building & Construction*

Since our last visit, we have opened a new building to house middle school students. PUSD requested that Blair move its high school students to a former elementary school building, so that the highly-anticipated renovations could begin on the high school building. Blair is now entering its third year in the elementary school building and renovations have not begun on the high school building. It has now been six years that Blair has awaited the start of renovations to the high school building.

### *New Team/Personnel*

Blair has a completely new leadership team from the one in 2011 and only one administrator remains from the 2014 visit. In the 2016-2017 schoolyear, Blair welcomed a new principal, Mr. David Ibarra, and a new Assistant Principal, Mr. Steve Gustin. Our former principal was promoted to a district position. Along with a change in leadership, there are approximately 11 new teachers to the school and a new School Psychologist. (Blair has had a new School Psychologist every year for the last three years.)

### *Curricular Changes*

In 2014, the PUSD adopted a change in the math sequence for the entire district in response to the transition to the Common Core. All PUSD school now teach Integrated Math I, II, and II instead of Algebra I, Geometry and Algebra II. This has also changed the pathway for students who wish to take advanced math coursework. This is the new sequence of courses offered by Blair and the PUSD.

*Math Pathways Adopted by PUSD*

|                      | <b>Math 6 (Regular) Pathway</b>   | <b>Math 6 (Regular) Option to take Honors Math 1 in high school.</b>  | <b>Math 6 (Honors) Option to take Regular Math 1, instead of Honors.</b>  | <b>Math 6 (Honors) Pathway</b>   |
|----------------------|---|---|---|--|
| <b>Middle School</b> | Math 6<br>Math 7<br>Math 8  | Math 6<br>Math 7<br>Math 8  | Math 6H<br>Math 7H<br>Math 1  | Math 6H<br>Math 7H<br>Math 1H  |
| <b>High School</b>   | 9 <sup>th</sup> - Math 1<br>10 <sup>th</sup> - Math 2<br>11 <sup>th</sup> - Math 3<br>12 <sup>th</sup> - Advanced Math or IB Math Studies | 9 <sup>th</sup> - Math 1H<br>10 <sup>th</sup> - Math 2H<br>11 <sup>th</sup> - Math 3H<br>12 <sup>th</sup> - AP Calculus AB or IB Math Studies | 9 <sup>th</sup> - Math 2<br>10 <sup>th</sup> - Math 3<br>11 <sup>th</sup> - Advanced Math<br>12 <sup>th</sup> - AP Calculus AB or IB Math Studies | 9 <sup>th</sup> - Math 2H<br>10 <sup>th</sup> - Math 3H<br>11 <sup>th</sup> - AP Calculus AB<br>12 <sup>th</sup> - AP Calculus CD or IB Math Studies |

Along with the new course sequence for our students, teachers have new curricular material intended to better align with the Integrated Math series. For grades 6-8, teachers use Engage NY and for grades Mathematics Vision Project (MYP.) This is open source material that was selected by the district as publishers still did not offer resources that were fully aligned to the Common Core. Teachers and students still have access to the Holt textbooks and use these to supplement instruction. However, most math teachers at Blair report that the transition to these curricular materials has been very difficult for our students. They report that there is not enough practice built in to allow students to fully master concepts and any intervention lessons require teachers to search additional material on their own to help their students. The district has responded by beginning pilots for potential adoption of math materials, but our students are now on the 3<sup>rd</sup> year of using the open source materials and the Integrated Math series.

*English Language Development*

There have been several changes in leadership at the district level for the English Learner program. As a result, ELD curriculum and implementation has been inconsistent, with each new leader requiring something different. Read 180 and System 44 have had limited success due to challenges in acquiring required technology to make this curriculum work. Teachers have kept Edge as the curriculum as it was rigorous, appropriate, and teachers had access to all the available components. There was also a move away from ELD 3 and to Academic Language/Literacy Development courses for Long Term ELs. Previous EL administrators suggested that the course be an additional hour of support. Then leadership changed this to a required double-block for these courses with the same teacher. This year, this was changed to only an additional hour of support. The multiple changes in a short period has caused inconsistent instruction for English Learners. This is especially challenging for Blair as we are the only school who has an increasing enrollment of ELs.

### *Program Changes*

#### *Culinary Arts*

Since the mid-cycle visit, we have been transitioning to close our Culinary Arts and Hospitality Academy. Once a popular academy, the move to the temporary building hurt enrollment as the lack of a teaching kitchen discouraged students from enrolling. The PUSD decided that it was best to move the academy to a neighboring school with a kitchen and a garden. Currently, there are a few 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in the Culinary Arts and Hospitality Academy and this will be the last year of the program. All students currently enrolled will undergo their culminating ceremony this year.

#### *Spanish Dual Language Immersion Program*

Another significant program change to our school has been the addition of the Spanish Dual Language Immersion Program. Currently in its 3<sup>rd</sup> year at Blair, has been working in conjunction with the district to implement the program. Students take their history course in Spanish and they take Spanish Language Arts as their elective. The first two years proved very challenging as there was no set curriculum for the Spanish Language Arts course and there was a lack of resources for the history course. This year, Blair and the district has worked to increase the staff, resources, and support for the program. This is especially important as the program continues to grow. It is projected that the students entering from the DLIP program could, with time, make up most students in the school. Because of the implementation of this program, Blair has had to seek more and more teachers with a BCLAD in content area courses. Having qualified staff for this program can be challenging, but Blair and the district are actively recruiting qualified candidates.

#### *Schoolwide Critical Areas for Follow-Up*

During our last full WASC visit, the following were the critical areas for follow-up:

1. Focus on Rigor: Implement rigor throughout the curriculum for all grade levels, programs, and academies to ensure standards-aligned and grade appropriate instruction.
2. Focus on Instructional Strategies: Consistently implement effective research-based instructional strategies to support student engagement and success with a rigorous curriculum.
3. Focus on Literacy: Expand the emphasis on reading to strategically target reading comprehension, academic language, and writing across all subject areas.
4. Focus on English Language Development: Align the English Language Development curriculum and instructional strategies across all English proficiency levels and content areas.
5. Focus on Data Analysis Cycle: Consistently implement a schoolwide continuous cycle of instruction, assessment, analysis, and re-teaching as needed.
6. Focus on Instructional Time: Use every minute of instructional time for teaching and learning.

7. Focus on Professional Development: Identify and implement key trainings to support the school's focus on rigor, instructional strategies, literacy, ELD, and data analysis. Monitor implementation of new learning regularly and evaluate its effectiveness in increasing student engagement and achievement.
8. Focus on Resources: Prioritize financial resources for students with academic and financial needs as well as programs and professional development that will support all students.

During our March 2014, mid-cycle visit, the following were the commendations and recommendations from the visiting committee:

Commendations:

1. The IB program and IBMYP are a draw to the school and area in a time of declining enrollment statewide.
2. There is a new emphasis on rigor and writing across the curriculum.
3. Parents are positive and involved.
4. There is a District focus on professional development and Blair High School has eleven teachers involved in presentations and development.
5. Common Core is a focus schoolwide.
6. Students are engaged in Common Core roll-out.

Recommendations:

1. Continue to focus and strengthen the development of IBMYP with less emphasis on the Advanced Placement program.
2. Increase visibility of the IB Program with targeted marketing and a public relations campaign with the goal of retention of the middle school students and recruitment of high school students.
3. Continue to focus on a rigorous educational day as Common Core is implemented.
4. Increase student/Parent Portal access school wide.
5. Consider that with the new building being started at the end of this school year (2014,) that the needs of the EL program to integrate Read 180 and System 44 are taken into consideration.

*Ongoing Follow-Up Process*

After our mid-cycle visit, Blair staff developed a three-year plan for working on our recommendations. These were done in conjunction with the development of the Single Plan for Student Achievement. This process was completed in the Spring of 2014 immediately following our visit. Within the plan, staff identified how it was going to address the areas for growth. This plan was then presented to School Site Council in the Fall of 2014. It was then approved by the Board of Education and implemented that same year.

Beginning in the Spring of every school year, the Blair Instructional Leadership Team reviews the SPSA to determine progress toward goals set forth in the plan. After the release of performance data from the state, in the fall, each department examines its data and updates the single plan based on student progress in the areas previously identified by our mid-cycle visit. Each year, ILT and subject specific departments follow this process. During the school year, each department takes time to check-in on the progress toward the goals set in the SPSA and adjusts plans as necessary.

*Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals:*

|                                |  |
|--------------------------------|--|
| SPSA Goal<br>2016-2017         | <p>MATH: At least 50% of students will meet standard on district benchmarks.</p> <ul style="list-style-type: none"> <li>• 100% of classes implement CCSS aligned scope and sequence.</li> <li>• Review and reinforce numeracy skills to help students be more successful.</li> <li>• Increase the use of SDAIE strategies to support English Learners.</li> <li>• Engage all students in a rigorous instructional program.</li> </ul>  |
| Critical Area for<br>Follow-Up | <ul style="list-style-type: none"> <li>• Focus on Rigor: Implement rigor throughout the curriculum for all grade levels, programs, and academies to ensure standards-aligned and grade appropriate instruction.</li> <li>• Focus on Instructional Strategies: Consistently implement effective research-based instructional strategies to support student engagement and success with a rigorous curriculum.</li> <li>• Focus on Professional Development: Identify and implement key trainings to support the school's focus on rigor, instructional strategies, literacy, ELD, and data analysis. Monitor implementation of new learning regularly and evaluate its effectiveness in increasing student engagement and achievement.</li> <li>• Continue to focus on a rigorous educational day as Common Core is implemented.</li> </ul> |
| Schoolwide<br>Learner Outcome  | <ul style="list-style-type: none"> <li>• Be an effective communicator through reading, writing, listening, and speaking for various audiences, contexts and purposes.</li> <li>• Integrate technology proficiently in all content areas for researching and problem-solving.</li> <li>• Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level</li> </ul>   |
| How Was Goal<br>Determined?    | <p>CAASPP data indicate that less than 50% of our students meeting or exceeding standard. This is especially true of English Learners who are struggling with the increase literacy content in the CCSS. Teachers agreed that students needed additional support in numeracy skills and in accessing the curriculum by increasing the use of strategies that will support English Learners.</p>  |
| Impact on Student              | <p>This continues to be an area of need for us and will be addressed in the</p>  |



|                   |                                    |
|-------------------|------------------------------------|
| Learning/Evidence | Action Plan of the new self-study. |
|-------------------|------------------------------------|

|                                     |  |
|-------------------------------------|--|
| SPSA Goal<br>2016-2017              | <p>ELA:</p> <ul style="list-style-type: none"> <li>• Improve reading comprehension for all students with specific attention to at-risk subgroups.</li> <li>• Improve students' writing proficiency in a variety of genres by learning/using the Writing Process.</li> <li>• Develop students' oral language skills and their ability to present complex ideas.</li> </ul>  |
| Critical Area for Follow-Up         | <ul style="list-style-type: none"> <li>• Focus on Rigor: Implement rigor throughout the curriculum for all grade levels, programs, and academies to ensure standards-aligned and grade appropriate instruction.</li> <li>• Focus on Instructional Strategies: Consistently implement effective research-based instructional strategies to support student engagement and success with a rigorous curriculum.</li> <li>• Focus on Literacy: Expand the emphasis on reading to strategically target reading comprehension, academic language, and writing across all subject areas.</li> <li>• Focus on English Language Development: Align the English Language Development curriculum and instructional strategies across all English proficiency levels and content areas.</li> <li>• Continue to focus on a rigorous educational day as Common Core is implemented.</li> </ul> |
| Schoolwide Learner Outcome          | <ul style="list-style-type: none"> <li>• Be an effective communicator through reading, writing, listening, and speaking for various audiences, contexts and purposes.</li> <li>• Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level</li> </ul>  |
| How Was Goal Determined?            | Blair students have made modest gains in the CAASPP; however, ELs are not progressing in their English proficiency. This is also the case with our Economically Disadvantaged students and our students receiving Special Education services. ELA teachers agreed that all students needed a robust attention to their reading comprehension skills, writing skills and in developing their oral proficiency skills.   |
| Impact on Student Learning/Evidence | This continues to be an area of need for Blair and will be addressed in the Action Plan of the self-study.   |

|                        |   |
|------------------------|---|
| SPSA Goal<br>2016-2017 | <p>Science: 100% of science classes will implement NGSS aligned scope and sequence</p> <ul style="list-style-type: none"> <li>• Improve writing skills in science by writing lab and research reports.</li> </ul> |
|------------------------|---|



|                             |   |
|-----------------------------|---|
|                             | <ul style="list-style-type: none"> <li>• Teach IBMYP vocabulary and terms to teach IBMYP rubric.</li> <li>• Students will demonstrate one level of growth using the IBMYP rubric.</li> <li>• Students will use scientific language appropriately.</li> <li>• Students will demonstrate reading comprehension and writing skills when conducting an investigation.</li> <li>• Students will use appropriate scientific language when conducting investigations in groups.</li> </ul>   |
| Critical Area for Follow-Up | <ul style="list-style-type: none"> <li>• Focus on Rigor: Implement rigor throughout the curriculum for all grade levels, programs, and academies to ensure standards-aligned and grade appropriate instruction.</li> <li>• Focus on Instructional Strategies: Consistently implement effective research-based instructional strategies to support student engagement and success with a rigorous curriculum.</li> <li>• Focus on Literacy: Expand the emphasis on reading to strategically target reading comprehension, academic language, and writing across all subject areas.</li> <li>• Focus on English Language Development: Align the English Language Development curriculum and instructional strategies across all English proficiency levels and content areas.</li> <li>• Continue to focus and strengthen the development of IBMYP with less emphasis on the Advanced Placement program.</li> <li>• Continue to focus on a rigorous educational day as Common Core is implemented.</li> </ul> |
| Schoolwide Learner Outcome  | <ul style="list-style-type: none"> <li>• Be an effective communicator through reading, writing, listening, and speaking for various audiences, contexts and purposes.</li> <li>• Integrate technology proficiently in all content areas for researching and problem-solving.</li> <li>• Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level</li> </ul>  |
| How Was Goal Determined?    | <p>With the adoption of the Next Generation Science Standards, PUSD implemented the use of Stemscores as its curriculum. We are currently in our second year of implementation with the 7<sup>th</sup> grade cohort being in its second year. The science department agreed that implementing NGSS was key. Based on student performance data, grade, and teacher observation, the team determined that it was important to implement strategies to continue building students' literacy and language skills as it pertained to science. This is especially true of English Learners. As many ELs transitioned out of the IA and into mainstream or SDAIE courses, teachers found that they continued to struggle with the dense language of science. Further, the team has worked on better preparing students for the rigors of the IBDP program by introducing them to IBMYP Criterion earlier.</p>  |

|                                     |  |
|-------------------------------------|--|
| Impact on Student Learning/Evidence | The 8 <sup>th</sup> grade CST Science test revealed that our proficiency rate dropped to 45% from 49%. It also dropped from 48% to 45% proficient or advanced in 10 <sup>th</sup> grade life science. Supporting students from our subgroups is key to reversing this trend. This will be addressed in the Action Plan.  |
| SPSA Goal 2016-2017                 | <p>Graduation/Career and College Ready</p> <ul style="list-style-type: none"> <li>• SDAIE courses available in all academic areas must be available</li> <li>• Decrease the number of fails by 10% by the end of the semester. Baseline will be the first 5-week grading period.</li> <li>• Improve student attendance from 95.47% to 96%</li> <li>• Students completing A-G requirements will increase by 5%.</li> <li>• Increase graduation rates for all subgroups by 3%.</li> <li>• Increase preparation and participation in college readiness exams: ACT and SAT</li> <li>• Address psychological needs of students that impact academic performance</li> <li>• Implement College and Career awareness for students in grades 6-10.</li> </ul> |
| Critical Area for Follow-Up         | <ul style="list-style-type: none"> <li>• Focus on Instructional Strategies: Consistently implement effective research-based instructional strategies to support student engagement and success with a rigorous curriculum.</li> <li>• Focus on Literacy: Expand the emphasis on reading to strategically target reading comprehension, academic language, and writing across all subject areas.</li> <li>• Focus on Resources: Prioritize financial resources for students with academic and financial needs as well as programs and professional development that will support all students.</li> <li>• Increase student/Parent Portal access school wide.</li> </ul>   |
| Schoolwide Learner Outcome          | <ul style="list-style-type: none"> <li>• Live an academically, socially, and physically balanced life through reflection and purposeful goal-setting.</li> <li>• Act as a responsible citizen who works collaboratively with others from diverse backgrounds through school, community, and global service projects.</li> <li>• Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level</li> </ul>   |
| How Was Goal Determined?            | Support staff examined our data and determined that at-risk students needed additional support services. As our population of IA students with interrupted schooling grows, it is even more imperative that we increase resources to support students. Mental health support and attendance are also key for our at-risk students.   |
| Impact on Student Learning/Evidence | With a strong implementation of Behavior Response to Intervention, we have implemented support systems for students. The student support team meets monthly to identify at-risk youth and determine a plan for each  |

|  |   |
|--|---|
|  | student. Also, this year we increased the number of SDAIE offerings to ELs. Data on D and F rate will be examined at the end of the year to determine efficacy. |
|--|---|

*Critical Areas Not Currently Addressed in SPSA or Action Plan:*

- Focus on Data Analysis Cycle: Consistently implement a schoolwide continuous cycle of instruction, assessment, analysis, and re-teaching as needed.
  - Blair staff examines data several times a year to develop and monitor goals for the SPSA. However, this practice needs to happen with formative data with greater frequency to inform instruction in the classroom. This will be addressed in the Action Plan portion of the Self Study.
- Focus on Instructional Time: Use every minute of instructional time for teaching and learning.
  - Blair has worked to minimize interruptions to instructional time. Blair teachers continue to work on bell to bell instruction.
- Continue to focus and strengthen the development of IBMYP with less emphasis on the Advanced Placement program.
  - Blair has reduced the number of AP courses offered opting to offer IB coursework to offer students greater options within the program. Every year we examine our performance data to determine what course offerings would be best to recruit students into the IBDP and to give our students greater success. Since the last visit, we added IB Music and IB Sports, Health and Exercise Science.
- Increase visibility of the IB Program with targeted marketing and a public relations campaign with the goal of retention of the middle school students and recruitment of high school students.
  - This is addressed annually with Preview Day, IB Info Night and monthly school tours. There is increasing interest in Blair and the IB program as a result.
- Increase student/Parent Portal access school wide.
  - Our Community Assistant works yearly to help parents sign-up and use the Parent Portal. There has been an increase in the number of parents accessing the Parent Portal and teachers are making a greater effort to make it a means of communication to parents. However, this is inconsistent and will be addressed in the Action Plan.
- Consider that with the new building being started at the end of this school year (2014,) that the needs of the EL program to integrate Read 180 and System 44 are taken into consideration.
  - The new building has not been started. In the meantime, new district leadership has opted for a move back to *Edge* and possible a new ELD adoption soon.



## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 3 CHAPTER

## **STUDENT/COMMUNITY PROFILE — OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS**

## OVERALL SUMMARY

The Blair staff is very committed to our students and that is seen by a strong support system that is afforded our students. However, in the past three years, Blair has experienced a lot of changes which have had an impact on the instructional programs of the school. These include changes in facilities, student programs ending, and some being implemented. We have several new staff members, new leadership, and a few changes in leadership at the district level in key departments. We have also noted that a shift has begun in our demographics. This many changes in a short time, has made it challenging to maintain focus.

The Blair staff is highly committed to student success and has made every effort to implement initiatives, curriculum, and programs to the best of their abilities. The result of these changes and staff's continued commitment has been modest gains in our summative performance data. However, we are aware that our most at-risk students are not making gains at the same rate as other students, thus widening the achievement gap.

As a result of our analysis, we have learned that in order to close the achievement gap and for Blair to continue its growth, we must address the Critical Learner Needs list below:

### Critical Learner Needs:

- Students need increased support, in and out of the classroom, to access standards, the IB program, and for post-secondary success.
- Students need access to a vertically and horizontally aligned written curriculum with common benchmarks to achieve standards and access the IB program.
- Students need access to a comfortable, well-maintained learning environment.
- Internal and external communication needs to be strengthened to keep all stakeholders informed about student achievement and community building events.

While working through this study, staff will focus on the following questions:

- How has our implementation of the Common Core affected student learning?
- How are we supporting our English Learners and students with special needs?
- How well does our written curriculum vertically align to support students' ability to take on the rigors of the IBDP program?





## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 4 CHAPTER

## SELF-STUDY FINDINGS





## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 4

## CHAPTER CATEGORY A

### **SELF-STUDY FINDINGS CATEGORY A — ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**



**Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources Team**

Edward Guinto  
Special Education Teacher  
WASC Focus Group Leader

Alan Raibon  
Custodian

Keith Brown  
Custodian

Alfred Madain  
History Teacher

LaVon Carpenter  
Sp. Ed. Instructional Aide

Amanda Engstrom  
Choir Teacher

Lori Hoffman  
Chemistry Teacher

Camyrin Sharp  
PE/Math Teacher

Lupe Moreno  
Sp. Ed. Instructional Aide

Chardell Brown  
Sp. Ed. Instructional Aide

Marissa Aldaco  
Sp. Ed. Instructional Aide

David Ibarra  
Principal

Stephen Stubbs  
Special Education Teacher

Erick Aguilar  
Parent

Noah Syed  
Student

Erma Lara-Wimbley  
Clerk Typist

Raymond Renzullo  
Security Officer

First Sergeant Ervin Turner  
JROTC Instructor  
Athletic Director

Ronaldo Hunter  
LEARNS Coordinator

Irad Orduna  
History Teacher  
History Department Chair

Tim Cook  
Math Teacher

Yolanda Munoz  
Sp. Ed. Instructional Aide

Josie Chong  
ASB Bookkeeper

Yamily Martinez  
Health Clerk

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

### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>The school Vision and Mission Statement was recently updated by ILT to better align to the IB Programme.</p> <p>The school has an ILT team which is the main force in creating IB goals for years 1, 3, and 5. The goals are still work in progress.</p> | <ul style="list-style-type: none"> <li>• Agendas for School Site Council</li> <li>• School Site Plan</li> <li>• Statements, vision mission (SARC, School Website and SPSA)</li> <li>• IB governing docs</li> <li>• IB School goals</li> </ul> |

#### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>The School Site Council committee, represented by students, parents, teachers, classified staff, administrators and community members, is involved in the refinement of the school's vision, mission, and school-wide learner outcomes.</p> <p>In addition to a school-wide staff meeting and if time allows, faculty members conduct their own department meetings to discuss and identify their contribution to school's decision.</p> | <p>School site council<br/>PTSA<br/>A Monday staff meeting<br/>Department meetings</p> |

### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>Blair recently had a change in leadership. Under the new administration, the ILT has worked to update the Vision and Mission statements. These have not been widely circulated and may likely receive one more revision after they are shared with wider stakeholders.</p> <p>The Single Plan for Student Achievement is updated annually and is presented to the School Site Council, in staff meetings, and to the Parent-Teacher-Student Association.</p> <p>The school has Pathway advisory allowing further improvement by parents.</p> | <p>SSC Agendas<br/>ILT Agenda<br/>IB posters<br/>Pathway advisory agendas<br/>SPSA document</p> |

## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Indicators with Prompts

#### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>The school district's Board of Education policies and procedures are a matter of public record and are published online. Members of School's district leadership team have specific roles to perform in accordance with the school district's policies and procedures. Parents, students, teachers, and classified staff are aware of the school district's board of education policies and procedures, and the existence of the school district administration.</p> <p>However, the clarity and effectiveness of these policies and procedures, and the roles of the school district's leadership team seem unclear when implemented at the school site and across the school district.</p> <p>The School Site Council meets once a month to discuss new school affairs and updates, including the approval or rejection on how funds are allocated.</p> <p>We have an English Learners Advisory Council, Parent-Teacher-Student Association, and a School Site Council which all allow parents to be involved in school decisions.</p> <p>The school district has a policy and procedure in place regarding complaints. Depending on their nature, they may be reviewed as specified by the United Teachers of Pasadena Union Contract, the CSEA Union Contract, and the Uniform Complaints Procedures: William Complaints.</p> | <p>Job Descriptions<br/>Board Policies<br/>HW Policy<br/>UCP: Williams<br/>Complaints<br/>District Ombudsman<br/>UTP Contract<br/>CSEA Contract</p> |

**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

### Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

| Findings   | Supporting Evidence  |
|--|--|
| The school's professional staff is aware that the school district's Board of Education is the body that sets district-wide policies. Teachers and classified employees are represented through their respective unions when there are issues involving the school district and their particular group as a whole. Specific to school sites and without union involvement, the relationship between the school board and the school professional staff is facilitated through its site administration team. | School board meetings, policies<br>Union emails, meetings, newsletter<br>School board mass emails<br>District handbook |

### Governing Board and Stakeholder Involvement

**A2.3. Indicator:** *Parents, community members, staff and students are engaged in the governance of the school.*

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>The school informs and encourages parents to participate and be engaged in the school's governance through such bodies as the School Site Council, the English Learners Advisory Council, and the Parent-Teacher-Student Association. Phone blast, school e-mails, school websites, handbooks, and brochures are all used for communication. Additionally, administrators and teachers encourage parents to get involved in school affairs and the learning of their children during Viking Days, Back-to- School Night, and Open House.</p> <p>During School Site Council meetings, a parent member consistently speaks to encourage parents, teachers, students, community members, and other attendees to participate in the District Advisory Council meetings.</p> | <p>School website<br/>Family Resource Center<br/>PTSA<br/>ELAC<br/>School Site Council</p> |

### Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student*

*performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

| Findings   | Supporting Evidence  |
|--|----------------------|
| <p>“The school site is required Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC” -(Blair ‘s SARC 2015-2016).</p> <p>New metrics aligned with the LCAP are now being used by Blair in the development of the SPSA. Reports from different departments regarding the school have to be prepared and eventually submitted to the school administration. The school administration organizes the report for submission to the board.</p> <p>Teachers, parents, and students are not clear about how the report is monitored and evaluated by the district.</p> <p>Although there is a system by which the School Board does examine and approve the Single Plan for Student Achievement, this system remains unclear to teachers, parents, and students.</p> | <p>SARC<br/>SPSA</p> |

### Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Students, parents, and staff feel that it is a common practice to reach-out first to a teacher, then to a counselor, then an administrator, and then to the district about issues.</p> <p>Williams Complaint Procedures are posted in every office; however, the established procedures are not well known.</p> | <p>Flow chart of procedures given to parents.</p> <p>Williams uniform complaint procedure</p> |

|  |  |
|--|--|
| Once procedures are made known to parents, they prove to be effective. |  |
|--|--|

### **A3. Leadership: Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### **Indicators with Prompts**

##### **Broad-Based and Collaborative**

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

| <b>Findings</b>   | <b>Supporting Evidence</b>   |
|---|--|
| <p>The group feels that the continuous school improvement planning process is effective. The school uses data and other relevant information to address issues involving the school and student learning. To ensure that it is broad-based, collaborative, and fosters commitment of all stakeholders, committees such as the School Site Council, Instructional Leadership Team, and PTSA are consulted regarding the school improvement planning process and ways to address issues.</p> <p>School departments meet and analyze student data during A- Monday professional development meetings. Data, conclusions, and recommendations from the department meeting are compiled and included in the creation of the Single Plan for Student Achievement.</p> | <p>A meeting agendas<br/>Single plan<br/>School site Council agendas<br/>ILT notes<br/>Department meetings</p> |

##### **Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

| <b>Findings</b>   | <b>Supporting Evidence</b> |
|---|----------------------------|
| Each department is asked to look over a data set and create measurable goals based on the data. A Single Plan for Student Achievement and | <p>SPSA<br/>SSC</p>        |



|   |                         |
|---|-------------------------|
| LCAP priorities is presented to the School Site Council where updates regarding implementation and monitoring are included in the agenda. | A-Monday Meeting Agenda |
|---|-------------------------|

### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

| Findings  | Supporting Evidence                        |
|---|--|
| <p>Opportunities exist for staff to be involved in shared decision-making. Classified and Certificated school employees are always welcome and encouraged to attend the School Site Council's monthly meeting, and teachers and administrators may participate in the Instructional Leadership Team meetings once every two weeks.</p> <p>Attempts to reflect on actions and accountability are present, but there is room to increase depth and improve consistency.</p> | <p>SSC agenda<br/>ILT shared documents</p> |

### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>The school has a master calendar shared through Google calendar where school activities, important meetings, planning, and events are identified. A Google Drive folder also contains important information for staff.</p> <p>While there was a past practice of the principal sending a Weekly Bulleting to staff to keep them informed about events, this is no longer the case. Staff felt that this was an effective way to communicate.</p> <p>The school has work e-mail that is used to receive and send messages</p> | <p>Google calendar<br/>District email<br/>Printed Agenda<br/>Known open-door policy</p> |

|   |  |
|---|--|
| <p>as necessary.</p> <p>Administrators send the agenda to staff via e-mail or via paper print.</p> <p>The administrators have an open-door policy which allows staff to communicate with them, to consult with them about planning, and to reach out to them when resolving differences with a colleague or an administrator.</p> |  |
|---|--|

#### **A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### **Indicators with Prompts**

##### **Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

| <b>Findings</b>   | <b>Supporting Evidence</b>       |
|---|----------------------------------|
| <p>The school district's Human Resources department evaluates the qualifications of all staff.</p> <p>The Human Resources Department, when creating a position, lists the responsibilities, qualifications, and requirements for the job.</p> <p>School site administrators select the best applicant for employment following a series of screening processes.</p> | <p>Human resource department</p> |

##### **Staff Assignment and Preparation**

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

| Findings  | Supporting Evidence |
|---|---------------------|
| There is a lack of consistency regarding orientation for new staff at the school site and school district. Experiences vary from one person to another. | Staff experience    |

### Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings  | Supporting Evidence                                  |
|---|--|
| On Staff Development Day (site-based) and at “A-Monday” meetings at the beginning of school year, information is given out to administrators and teaching staff about policies and other guidelines that define an employee’s responsibilities and the school operational practices. School district and state standards, as well as pacing guides, are also reviewed if necessary and appropriate. | A meeting agendas<br><br>Site Development Day Agenda |
| A Google folder entitled “Blair Reference Documents” with procedures exists, but teachers make limited use of the folder.   | Staff experiences.                                   |
| There is a lack of consistency on how new staff are instructed about school policies and employee responsibilities.   |  |
| No clear procedures in place between administration and faculty in terms of how policies are communicated especially to new staff.  |  |

### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.*

| Findings  | Supporting Evidence                    |
|---|--|
| We feel that staff professional development is supported at our school through “A- Monday” meetings, teacher-driven professional development day, and district-wide professional development days.  | A meeting-professional development.    |
| The school district employs Teachers on Special Assignment (TOSA) across content areas in order to provide extra support for teachers and to positively influence student learning.   | District-wide professional development |
| The school site has allocated funds for formal IB training for all its teachers in March and in summer. IB, when implemented correctly, is known to help students in becoming global learners. This helps prepare them for colleges and universities and to be contributing members of a dynamic society. | School-Site Council Agenda             |
| There is currently no system in place to measure the effect that PD has had on student learning.  |  |

### Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school’s supervision and evaluation procedures?*

| Findings  | Supporting Evidence |
|---|---------------------|
| Principals and assistant principals are assigned specific teaching and non-teaching staff whom they will supervise and evaluate. Administrators provide feedback to the staff and help them align their goals in order to advance in their professional growth. | Personnel File      |

### A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

### Indicators with Prompts

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the

college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings  | Supporting Evidence   |
|---|---|
| The School Site Council and the Instructional Leadership Team discuss, on a regular basis, ways on how to meet the needs of the school and its students including financial and non-financial allocation of resources.  | SSC Minutes<br>ILT minutes  |
| The school funded the professional development (formal and informal) of teachers for IB and employed other strategies aimed increasing student engagement and exposure to global learning. Teachers shared the positive reactions and increased interest of students in their classroom activities. | SSC Minutes<br>A Monday Share-out<br>Department meeting collaboration |

## Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

| Findings  | Supporting Evidence |
|---|---------------------|
| The School Site Council ensures that the school has its financial priorities in check and in place. It also ensures that budgetary allocations for certain initiatives and programs are carefully examined. | SSC minutes         |
| ASB has a plan and a process regarding budget which the ASB advisor, the student advisor and the principal review, and if carefully done, approve the plan. The school district does the audit.             | ASB accounting book |

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

| Findings   | Supporting Evidence   |
|--|---|
| There is on-going construction of a new high school building which will be compliant not only with county and state building, fire, and health codes, but also with the Americans with Disabilities Act accessibility requirements.                  | See civil engineering and architectural design of the building                        |
| Because of the ongoing construction plan, learning opportunities for the students have been adversely impacted, especially those directly related to facilities (i.e. laboratory science, library, performing arts facilities, sports complex, etc.) | Science classrooms at Blair East Campus, bungalows for a library and performing arts. |

### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

| Findings   | Supporting Evidence                         |
|--|---|
| There is an effective procedure to check out Chromebooks.                                | Shared Google calendar for staff check out. |
| There is an effective procedure check out library materials.                             | Staff email for procedures.                 |
| The maintenance of the audio-visual equipment is not consistently provided or monitored. | Staff experience                            |
| Funds to replace or repair audio-visual equipment are not always immediately available.  |   |

### Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

| Findings  | Supporting Evidence                             |
|---|---|
| School Site Council and Instructional Leadership Team discussed the recent and future training for IB programs and curriculum. There has been an effort by the school and the school district to hire an IB coordinator who will work exclusively at the school site. | SSC Minutes<br>ILT Minutes                      |
| New hires go through a district-provided BTSA program (Beginning Teacher Support Assessment) in order to clear their credentials.   | District BTSA coordinator Stammer               |
| Tenured teachers go through biennial evaluations that require them to identify goals for professional development.  | Ed code   |
| There are district-wide professional developments days every year.  | A meeting agendas and school district calendars |
| The school has site-based and district-based professional development activities through “A-Monday” meetings, and site and district-wide professional development days.   | Health academy coordinator                      |
| The school site’s Health Academy teachers participate in yearly professional development efforts geared toward students’ career and college readiness.  |   |

### Long-Range Planning

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

| Findings  | Supporting Evidence   |
|---|---|
| School site administrators are required to provide a Single Plan for Student Achievement that enumerates the programs that require funding. The School Site Council discusses the appropriateness and the accuracy of budgetary allocations for these programs. | School site council approved Single plan for student achievement. |



|   |  |
|---|--|
| School stakeholders are unaware of how the school district handles the process. |  |
|---|--|

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

### **Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### **Summary (including comments about the critical learner needs)**

Blair has mission and vision statements. Blair School is in the process of refining its mission and vision statements, so that they will reflect its core beliefs of advocating for students' inclusive and international mindedness. Staff believes that this better aligns to preparing students for college, their careers, and an ever-changing world. The school has been pushing for continued International Baccalaureate (IB) certification to support and advance student achievement across learning areas. The Instructional Leadership Team (ILT), the School Site Council (SSC), the Parent-Teacher-Student Association (PTSA) and the school's academic departments are instrumental in providing valuable input for the Single Plan for Student Achievement. They are also supportive of the initiatives to provide IB training for all teachers in order to increase teaching competence that will lead to increased learning and academic achievement for all students. The group believes that the professional development efforts on IB and other teaching strategies have proven to be effective. Teachers have witnessed increased student engagement in their classrooms because they found additional ways to connect classroom learning with the outside world.

In the areas of governance, the group shared their views on the school district's Board of Education, school district administration, stakeholder's involvement, and conflict resolution. There is awareness in the group that the Board of Education has policies and procedures which direct the academic and non-academic operations of school sites. The group identified the school district's executive leadership team as a body that evaluates and monitors practices by schools. However, the group is unclear about specific board policies and the roles of the school district's administrators on the school site level. The relationship of the school site's professionals with the school district leadership team and the Board of Education is not direct; it is facilitated through school site's administrators. The school site encourages the stakeholders to get involved and have a voice in school's decision-making process. Parents, and where applicable community members, are encouraged to participate in the School Site Council, the Parent-Teacher-Student Association, and the English Learners Advisory Council. The school administration strives to inform these groups through the school website, phone blasts, emails, handbooks, brochures, and volunteer applications through the Family Resource Center. Additionally, teachers and administrators, during Viking days, Back-to-School Night, and Open House, encourage parents to become involved in the education of their children. The school has a Single Plan for Student Achievement (SPSA) that outlines the school's priorities in order to achieve the students' learning goals. The group is not aware of how the school district and the Board of Education monitors and evaluates the plan. The group expressed that Blair's practices include reaching out to the teacher first, then to the administrator, and then to the district when dealing with complaints and conflict resolution.

between parents and the teacher.

The school site's planning process to increase students' achievement appears to be collaborative and broad-based. Each academic department meets in order to analyze data; data inform their decisions regarding students' learning goals. Each department identifies measurable goals and provides recommendations to the administrators for review and for inclusion to the Single Plan for Student Achievement. The school administrators, in conjunction with the department chairpersons, draft the plan and presents it to the School Site Council, Parent-Teacher-Student Association, and Instructional Leadership Team to examine and make recommendations.

The school district's Human Resources office is responsible for evaluating the qualifications of employees to ensure that they meet Federal and State requirements. Job orientation seems to help new-hires understand the work expectations and responsibilities. However, provisions for orientation are not consistent based on staff experiences. Having a site-based orientation plan would be beneficial to new teachers. Although orientation for new staff is not consistent, the school district provides support through Beginning Teacher Support Assessment (BTSA) program for new teachers to clear their credentials. Teachers are given professional development days to improve teaching and student learning in addition to the on-going support that they may get with the help of the school district's Teachers on Special Assignment (TOSA). Specific to Blair, the School Site Council has approved funding for the IB training of all teachers in March and during the summer. The school district and the school site have been recruiting an IB coordinator who will work exclusively at Blair School.

Blair School has resources to support students in meeting academic standards, the college-and-career readiness standards, and in achieving the school-wide learner outcomes. The School Site Council and the Instructional Leadership Team, during their respective meetings, discuss ways on how to address the school's and student's needs, including the allocation of financial and non-financial resources. The School Site Council ensures that the school has its financial priorities in order by examining budgetary allocations for any identified programs and initiatives. The construction of a new building is aimed at providing a better learning environment for the students at Blair. However, the transfer of Blair High School to the East Campus has negatively impacted learning opportunities for students in many areas including Science, performing arts, library time and the loss of the culinary arts program.

#### **Prioritize the strengths and areas for growth for Category A.**

##### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- There is an existing mission and vision statement
- The school has strongly involved committees such as the School Site Council, Instructional Leadership Committees, PTSA, among others
- There is a concerted attempt by the school to involve all stakeholders in the decision making process.
- Committees regularly meet to advance student's learning opportunities as well as to encourage community and parental involvement in the education of the students.

- Students who are new to the country and whose primary language is other than English use the International Academy as their initial learning sanctuary while slowly transitioning to a classroom where English is the medium of instruction. These students will integrate to general education classrooms once they reach certain proficiency.
- Parents whose language is other than English are strongly encouraged to join ELAC and other parent-school committees in order to participate in school affairs and be involved in the learning of their children. The school district provides language interpreters for matters to be comprehensible to parents who do not understand English.
- There is an existing practice to resolve staff conflict either internally or through the union.
- Blair has a partnership with the Lake Avenue Church and other community entities. They help the school with its academic and non-academic needs giving grants, school supplies and allowing the school to use their facilities free of charge.
- Financial and non-financial resources are available to support plans, programs, and initiatives, and to meet the goals identified in the Single Plan for Student Achievement.
- The school has started with its project to advance its teachers in their IB teaching and learning. Future plans have been solidified by approving the budget necessary to support the training of all teachers. The initial IB training has positively influenced classrooms, as marked by students' increased engagement and interest in learning.
- Members of the Staff are qualified, competent, and collaborative, and help each other in addressing the learning needs of their students.
- Administrators are very supportive in building the capacity of their staff through professional development and encourage collaboration and leadership.
- The school site and the school district provide professional development days for teachers.
- Technology and related facilities are available for teachers to use for instructing their students.

Newly hired teachers who are in the process of clearing their credentials are referred to Human Resources office to participate in the Beginning Teacher Support Assessment (BTSA) program.

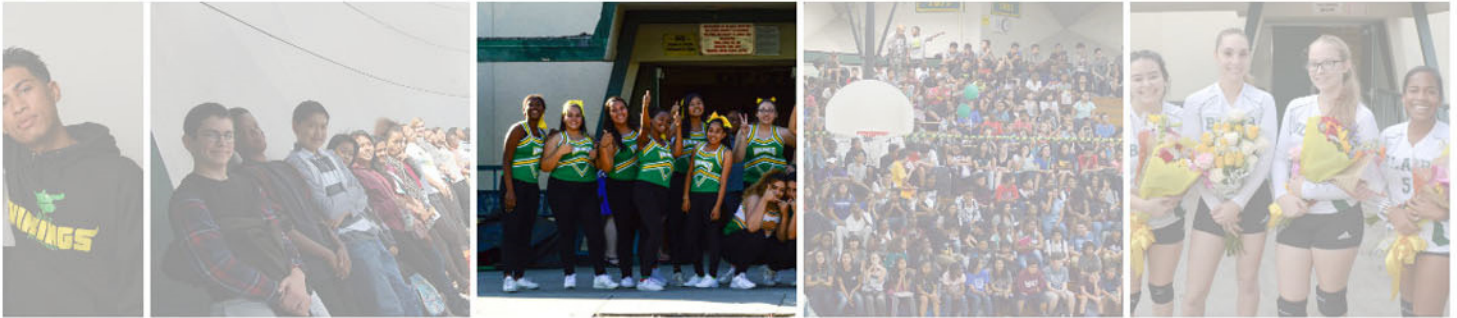
#### **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- The school vision statement needs to be updated and be aligned to the mission statement.
- Parents, students, teachers, and classified staff are not clear about the effectiveness of the school board's policies and procedures and about the roles of the school's executive leadership team.
- Parents, teachers, students, and classified staff are not clear about how the LCAP priorities, student goals, and fiscal health of the school are evaluated and monitored by the school district.
- School stakeholders are not aware of how the school district handles the process of LCAP or its intended purpose.
- Teachers, students, parents, and classified staff are not aware how the school board examines and approves the Single Plan for Student Achievement.

- Parents, teachers, students, and classified staff are not aware of any complaints and conflict resolution procedures and how such procedures are communicated to parents.
- The staff needs to work on increasing depth and consistency in reflecting on their actions and accountability in their support of student learning.
- There is a lack of consistency regarding orientation for new staff at the school site and in the school district.
- Because of the ongoing construction plan, learning opportunities for the students have been adversely impacted, especially those activities which are directly related to the facilities (i.e. science laboratory, library, performing arts facilities, sports complex, culinary arts, JROTC, etc).
- The maintenance of audio-visual equipment in the classroom is not consistently monitored and provided.
- The funds to replace or repair audio-visual equipment in the classroom are not always immediately available.



## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 4

## **CHAPTER** *CATEGORY B*

### **CATEGORY B — STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### Standards-based Student Learning: Curriculum

Adria Espinoza  
English Teacher  
WASC Focus Group Chair

Aarti Goswami  
Student

Luis Escalante  
IA History Teacher

Alicia Tito  
DLIP History Teacher

Michele Manzanares  
Biology Teacher  
HCA Lead Teacher

Donnetha Wallace  
Culinary Arts Teacher

Michelle Bailey  
Office Manager

Elizabeth Najera  
DLIP Spanish/TOSA

Raul Delgado  
Physical Education Teacher

George Hernandez  
Sp. Ed. Instructional Aide

Rene Rodriguez  
English Teacher

Grace Keshishian  
Special Education Teacher

Rita Goswami  
Parent

Jose Castaneda  
Sp. Ed. Instructional Aide

Saul Rico  
History Teacher  
IB Personal Project Coordinator

Kathleen Anderson  
English Teacher

Thomas Mayer  
Math Teacher

Kieu Voong  
Math Teacher

Vilma Martinez  
Art/Yearbook Teacher

Lucy Huante  
Sp. Ed. Instructional Aide



## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Indicators with Prompts

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

| Findings  | Supporting Evidence   |
|---|---|
| <ul style="list-style-type: none"> <li>Teachers met this summer to create a Scope and Sequence that aligns units with the Common Core</li> <li>English and Math has units outlining what will be taught in class <ul style="list-style-type: none"> <li>Scope and sequence and benchmarks - outlining what students will be learning including standards that will be covered within that unit. This ensured that all required standards are covered.</li> <li>There are also performance tasks for each grade and benchmarks</li> </ul> </li> <li>Read 180 - SRI -There has been a Lexile Level Increase each semester</li> <li>Read 180 -Students practice their spelling, grammar, vocabulary and writing and receive instant feedback <ul style="list-style-type: none"> <li>Reading Level Increase</li> </ul> </li> </ul> <p>Level 2 students usually start the year at a 200 Lexile and end at a 350 or above</p> <ul style="list-style-type: none"> <li>College Readiness – The Puente Program is a national award-winning program that for more than 30 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Its mission is to increase the number of educationally</li> </ul> | <p>Scope and Sequence Unit Plans</p> <p>Research Based Programs:</p> <ul style="list-style-type: none"> <li>Use of Read 180 Levels B and C for EL students</li> </ul> <p>For Puente in 2015:</p> <ul style="list-style-type: none"> <li>A-G completion rates: 58% - For Blair it is 42%</li> </ul> <p>By Gender (Puente only):<br/>Female 50%/ Male 67%</p> <ul style="list-style-type: none"> <li>UC admitted 27%</li> <li>CSU admitted 41%</li> <li>Puente Private/Out of State admitted 18%</li> </ul> |

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| <p>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. The program is interdisciplinary in approach, with writing, counseling and mentoring components</p> <ul style="list-style-type: none"> <li>• Use of Accelerated Reader throughout most mainstream English classes.</li> <li>• Videos and examples allow for further clarification of content for individual student inquiry.</li> <li>• Student and teacher use data for Stemscores can be accessed through district coach</li> <li>• Lexia Performance allows the teachers to select the best readings and assignments that meet the student's specific learning goals.</li> <li>• ESL Reading Smart - to be implemented Spring 2017 for ELD 1 and 2 classes</li> <li>• Students in Dual Language Immersion Program are instructed in both English and in the target language, prompting the student to master academic subjects in both languages.</li> </ul> <p>Strengths: Students in smaller Level 2 and 3 ELD classes, have made some progress and obtain higher Lexile scores when tested mid semester and at the end of the year.</p> <p>Weaknesses: We are currently understaffed in the International Academy, with class sizes at 40 and above for Level 1. The implementation of computer based programs such as Read 180 or ESL Reading Smart are a challenge, since our Chromebook Carts only contain 40 computers.</p> <p>Dual Language Immersion Program: Research shows that to create fully biliterate students, students (by middle school)</p> | <p>For Blair 61%<br/>For Puente 2015 79%</p> <ul style="list-style-type: none"> <li>• Puente Program Curriculum in 9th and 10th grades</li> <li>• Accelerated Reading Program is implemented in most mainstream English classes - 83 % of students are passing AR tests, however, most score an average of 70%.</li> <li>• PUSD curriculum folder and district coach tracking</li> <li>• Tenmarks - Math: Students complete standards based practice and are assigned content remediation work according to mastery.</li> <li>• Stemscores - Research based for science using Engage, Explore, Explain, Elaborate, Evaluate, Intervention/Acceleration to teach NGSS - recent availability, so may not be</li> </ul> |
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| <p>should be instructed 50% in English and 50% in the target language; however, at the moment, students receive more instruction in English than Spanish. 4 of their classes are taught in English and 2 in Spanish (SLA &amp; History).</p> <p>State Fitness Testing - Instruction is updated and modified per test results. Scores for 7th and 9th grade students are submitted to the state. We periodically pre-test/test all students in all grades throughout the year and use results for goal setting, progress monitoring and instructional planning.</p> <p>Strengths - Our district supported a three-year program including Bonnie's Fitware curriculum as well as a grant for an abundance of PE equipment. An additional PE teacher was recently hired which helped to make classes single grade level.</p> <p>Weaknesses - The curriculum that was purchased lacks quality and is difficult to implement. Not all teachers in the department use the curriculum entirely, but bits and pieces are utilized. The master schedule lacks flexibility in keeping classes balanced and arranged completely by single grade levels.</p> | <p>implemented by all teachers</p> <ul style="list-style-type: none"> <li>• NGSS Standards - performance task based activities required by the district and implemented by teachers.</li> <li>• Dual Language Immersion Program (currently only in MYP)</li> <li>• Lexia for SPED - determines class curriculum based on needs</li> <li>• State Fitness Testing Results</li> </ul> |
|--|--|

### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

| Findings   | Supporting Evidence  |
|--|--|
| <ul style="list-style-type: none"> <li>• NAF Curriculum - College and Career Ready - incorporation of life skills and all NAF courses are now A-G courses of at least one semester.</li> <li>• Vertical alignment course outlines were started in Math and English. It is a work in progress that we will</li> </ul> | <ul style="list-style-type: none"> <li>• Health Academy use of NAF Curriculum</li> <li>• Teacher Training</li> <li>• IB Certification</li> <li>• Student Work</li> </ul> |

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| <p>implement in the upcoming years. There are specific plans for each grade level and academic course.</p> <ul style="list-style-type: none"> <li>• IB Diploma course curriculum is submitted and accepted through IB</li> <li>• AP Courses- All AP course are approved by College Board. AP teachers submitted their syllabi to College Board.</li> <li>• International Baccalaureate Diploma Program remains steady in enrollment</li> <li>• AP World History new course designation</li> <li>• CAP Program - supplemental program that assists with College readiness and applications</li> <li>• Puente Project students are required to take the SAT/ACT as well as apply to the UC system. They meet with their counselor to track their units and plan their academic career beginning the second semester of their 9th grade year. For their 10th, 11th and 12th grade years it is highly recommended that Puente Project students have access to AP/IB level coursework.</li> <li>• Art - use of Common Core &amp; IB Standards/Criteria</li> <li>• A-G Requirements are in place to ensure growing graduation rates, but there is a need for remedial courses to prepare our students, specifically our ELD population, for these requirements.</li> <li>• PCC Course - Math College Readiness for 12th grade, is used only for PCC</li> </ul> <p>Strengths: Most of our 10th graders are completing and showcasing the 10th grade IB Personal Project.<br/>A stable number of students are attempting and completing the IB Diploma Program</p> | <ul style="list-style-type: none"> <li>• Counselor List of Courses -</li> <li>• Teacher focus on Common Core Standards is used to devise the curriculum</li> <li>• Puente Project- Bridge to College / University,</li> <li>• Resubmitted course syllabus to AP Central</li> </ul> |
|--|--|

|  |  |
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| <p>Weaknesses - Most ELs Level 1 and 2 students are not meeting the A-G Requirements</p> <p>Not enough support for ELs students who are placed in a regular classroom.</p> <p>Most EL juniors and seniors are sent to Rose City to attempt credit completion</p> <p>Given previous training concerning African American boys and African American students we still have a large achievement gap. It is still not being effectively addressed, nor strategies identified or implemented.</p> |  |
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings  | Supporting Evidence  |
|---|--|
| <ul style="list-style-type: none"> <li>District Math standard based assessments show student mastery</li> <li>NearPod - Interactive, Online Lesson that allows students to work at their own pace and can be altered or designed to accompany units in class</li> <li>Hapara - Student monitoring system is used when the class is on the Chromebooks</li> <li>Google Classroom or Haiku - online instructional based program and grading system</li> <li>TenMarks - supports Common core standards in Math and provides extra practice for students.</li> <li>Lexia- students get rewards and are boosted to the next level, through this certificate based program. Lexia is a support program: It covers 6 areas of reading instruction. Phonological awareness, phonics, structural analysis, fluency and comprehension.</li> <li>Strengths: Lexia is incentive based and helps SPED</li> </ul> | <ul style="list-style-type: none"> <li>Smarter Balanced Test Results</li> <li>Use of Nearpod in some English classrooms</li> <li>Use of Hapara to monitor online student activity</li> <li>Use of Google Classroom for online assignments</li> <li>TenMarks - aligned with Common Core standards</li> <li>Lexia results</li> <li>THESYS</li> </ul> |

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| <p>students become motivated to learn.</p> <ul style="list-style-type: none"> <li>Weakness - THESYS is not as challenging as actual classes would be, need for additional support with THESYS. Although TenMarks is used as an intervention tool, since it is not adaptive, we still can't identify the specific skills that students haven't mastered.</li> </ul> |  |
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## Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>Common Core Standards are used as the base for lesson planning, each department's pacing guide aligns with the standards.</p> <p>According to the SBAC Data - 30% of our 6th grade, 26% of our 7th grade, 27% of our 8th grade and 30% of our 11th grade students are meeting the standards in English.</p> <p>SBAC Data shows that 18% of 6th grade, 16% of 7th grade, 15% of 8th grade, and 21% of 11th grade students are meeting the standards in Math.</p> <p>Strengths: Blair had the largest number of staff from any school in PUSD working on Common Core implementation and unit planning</p> <p>Weaknesses: The primary source for middle school Math: Engage NY, does not supply enough practice for students to achieve mastery of standards. Supplemental and practice resources are not up to date with common core standards.</p> <p>E.L.D. Common Core standards were just recently released and no training has been provided for implementation. We still need to close the achievement gaps for all subgroups.</p> | <ul style="list-style-type: none"> <li>Use of Pacing Guides</li> <li>Single Plan in place each year for each department</li> <li>Collaboration time during A Meetings</li> <li>SBAC data - <a href="http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&amp;lstTestYear=2016&amp;lstTestType=B&amp;lstGroup=1&amp;lstCounty=19&amp;lstDistrict=64881-000&amp;lstSchool=1931062">http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&amp;lstTestYear=2016&amp;lstTestType=B&amp;lstGroup=1&amp;lstCounty=19&amp;lstDistrict=64881-000&amp;lstSchool=1931062</a></li> </ul> |

### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Integration among disciplines - within the Academy students have one integrated project per semester focused on health careers related topics in English, science, history and/or CTE</p> <p>The IBMYP has used interdisciplinary projects at each grade level in order to help prepare students for the culminating Personal Project in the 10<sup>th</sup> grade. Recently, this practice has waned and needs to be revisiting and implemented. There are some grade levels who are still using these.</p> <p>In the IBDP, the Theory of Knowledge course is intended to tie together the various disciplines in the IBDP. Non-TOK staff is still unclear as to how to integrate the TOK into their teaching for concurrence of learning.</p> | <ul style="list-style-type: none"> <li>• IB Projects</li> <li>• 10th Grade Personal Projects</li> <li>• Class Syllabi</li> <li>• IB Grade Level Projects</li> <li>• PUSD Curriculum access</li> </ul> |

### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>There is limited articulation between feeder schools and Blair. Because PUSD utilizes Open Enrollment, there are many feeder schools to Blair. More recently, a TOSA I was hired to help articulate the DLIP program from elementary school to high school. For all other courses, the district maintains the Scope and Sequence for all grades. It is unclear if teachers examine Scope and Sequence outside of their own grade.</p> | <ul style="list-style-type: none"> <li>• Feeder Schools are District Wide and aware of expectations</li> <li>• Articulation of Programs through recruitment fairs</li> <li>• Counselors advertise</li> </ul> |



|   |   |
|---|---|
| <p>There have been inconsistent attempts to use diagnostic exams to place students.</p> <p>PUSD and PCC offer Dual Enrollment courses on the Blair campus. These are limited. Additionally, PCC and PUSD have an MOU in which students who have graduated from PUSD and participate in a specific program have priority at PCC and are offered intensive counseling for support.</p> <ul style="list-style-type: none"> <li>• We need ways to use the 6 years of data that we have</li> <li>• Need a plan to use data to determine the effectiveness of the programs</li> </ul> <p>Expository Reading and Writing Course (ERWC) The students must pass the course with a B or an A to receive credit. Expository Reading and Writing Course (ERWC) - Senior English has transitioned to the college preparatory rhetoric-based language arts course developed by the Cal State System which allows students to bypass the English Placement examination at Pasadena City College, California State Universities, the UC System and several private colleges. The program was developed to provide advanced proficiency in rhetorical and analytical reading, writing and thinking</p> <p>We attempt to follow up with graduates through Naviance, but the system is incomplete and we do not have good follow up except with our Puente students.</p> | <p>Programs</p> <ul style="list-style-type: none"> <li>• College Fairs sponsored by the school district. Blair students have the highest attendance of any school in the district</li> <li>• Dual Enrollment courses are offered in, physics and math where seniors can earn Pasadena City College credit in high school.</li> <li>• Dual Enrollment course rosters</li> <li>• Articulation agreement with PCC for students taking biotechnology.</li> <li>• Puente &amp; IB graduate follow up - 6 years of data</li> <li>• Art Department invites various Art Colleges to come speak about their program and the various career opportunities available to them.</li> </ul> |
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## 2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

## Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>Counselors engage in a variety of activities to help students explore their post-secondary options. For middle school, they conduct career exploration lessons. They also meet with each student once a year to discuss academic progress and to select appropriate coursework for the following year.</p> <p>For high school, counselors complete a ten-year plan with each 9<sup>th</sup> grade student and his/her family. This ten-year plan is revisited every year with the students. During this planning, counselors explain all post-secondary options to students to help them determine what their best coursework should be. Because IBDP and HCA require very specific courses, counselors ensure to put students on track to meet requirements. During this time, students are made aware of all requirements outside of coursework that students will need to prepare.</p> <p>TRIO/Upward Bound: students are supported during and after school with tutoring and tailored programs</p> <p>Naviance training for students on personal interest and career exploration surveys</p> | <ul style="list-style-type: none"> <li>• Counselor Training for Career Exploration /Naviance</li> <li>• 10 year plans</li> <li>• Young African American Males / Females Conference - PCC</li> <li>• TRIO / Upward Bound</li> <li>• UCLA VIP Scholars</li> <li>• ASVAB</li> <li>• Visual and Performing Arts</li> </ul> |

## Accessibility of All Students to Curriculum

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings  | Supporting Evidence  |
|---|--|
| <ul style="list-style-type: none"> <li>Students can take different paths demonstrated by the following programs: HCA, DLIP, IBDP or regular coursework.</li> <li>All math teachers use a common pacing guide and instructional materials which are aligned to the common core standards.</li> <li>Teachers are given more common planning time to strengthen their understanding and implementation of the IB MYP. English and Math teachers meet over the summer to write their IB Vertical Unit Plans. Professional Planning time was given to teachers to write and plan at least one IB unit.</li> <li>Number of students taking AP courses have declined over the past six years. Passing rates have remained stable.</li> <li>IB enrollment in certificate courses has slightly increased and enrollment in full diploma programs as remained steady over the past three years.</li> <li>The number of students taking honors courses has increased substantially in the past six years. Four new honors math courses were added to the schedule. Five new English classes were added over the past six years.</li> <li>Dual Immersion - Students are supported in history and Spanish Language Arts to analyze rigorous texts in writing, both fiction and nonfiction, through DBQs in history and literature studies in Spanish Language Arts. Students are also supported to express themselves through oral presentations to develop their speaking and presentation skills. The majority of our Dual Immersion Students are Honors Students, this also increases our enrollment in Honors and AP classes.</li> <li>Health Careers Academy - CTE courses in 9th, 10th and 11th grade now are A-G and NAF approved. In the next</li> </ul> | <ul style="list-style-type: none"> <li>District pacing guide</li> <li>District performance tasks and assessments</li> <li>IBMYP Unit Plans</li> <li>Diploma Program - number of students completing and attempting, along with those who take certificate courses, external moderation</li> <li>Honors - maintaining a certain GPA</li> <li>Honors &amp; AP Curriculum is available online (College board)</li> <li>College Credit for AP Courses</li> <li>Dual Immersion-Online student portfolios of writing and presentations in class.</li> <li>International Academy - a new version of EDGE curriculum for E.L.D. 1 is in the works, students in Levels 2 and 3 use READ 180 Stage B and C - an updated curriculum with 21st Century skills and</li> </ul> |

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| <p>year, we plan to teach IB Career-related Program Personal and Professional skills, pending authorization by IB. All courses specifically incorporate rigorous and relevant health careers content.</p> <p>Strengths: The number of 10th Graders taking AP World History is double this year than that of last year.</p> <p>Weaknesses: We still need to create early intervention program in math to help all students access and transition to the rigorous common core curriculum, especially ELL students who have only been in the country for less than two years or have no prior education or students who do not have access to technology at home. Computers are not one to one on campus.</p> <p>Elective courses are often not seen or valued as academic by students even though most are A-G courses.</p> <p>We need to find a way to maintain our DLIP population, with the addition of a 9th grade DLIP class, we should start seeing our numbers increase in the 2017-2018 school year.</p> | <p>relevant informational materials included in the text and well as in the online component</p> |
|--|--|

**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

| Findings   | Supporting Evidence   |
|--|---|
| <ul style="list-style-type: none"> <li>Course Recovery for A-G Requirements</li> </ul> <p>Strengths: THESYS Program is available as an after school course to allow for credit recovery</p> <p>Weaknesses: Lack of extracurricular classes and extreme limitations due to rigid scheduling, also E.L.D. students do not receive these courses during the school day, since they are enrolled in Block English classes.</p> | <ul style="list-style-type: none"> <li>THESYS Online Program allows for students’ credit recovery.</li> </ul> |

### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>For high school, counselors complete a ten-year plan with each 9<sup>th</sup> grade student and his/her family. This ten-year plan is revisited every year with the students. During this planning, counselors explain all post-secondary options to students to help them determine what their best coursework should be. Because IBDP and HCA require very specific courses, counselors ensure to put students on track to meet requirements. During this time, students are made aware of all requirements outside of coursework that students will need to prepare.</p> <p>IEP / 504 Meetings - Parents and students attend meetings with staff and additional support members to develop an individualized plan for the students, follow up meetings occur throughout the year</p> | <ul style="list-style-type: none"> <li>• Counselor meetings (1 to 2 times a year) with students to plan future courses and monitor progress.</li> <li>• Grading Period - Individual Teacher/Student Meetings</li> <li>• IEP / 504 Meetings</li> <li>• SST Meetings</li> <li>• Middle School Conferences</li> <li>• D.L.I.P. Parent Group are encouraged to participate in the development of the program and provide ongoing feedback.</li> <li>• ELAC Parent Group</li> </ul> |

### Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>Naviance tracks students through college. Counselors are trained in this program and they train staff on it during A Mondays.</p> <p>Our greatest strength in this area is the IBDP. Our graduates</p> | <ul style="list-style-type: none"> <li>• Naviance</li> <li>• Puente</li> </ul> |

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| <p>return to Blair and report that the IBDP more than prepared them for the rigors of college coursework. Additionally, our students in the HCA have opportunities for Work Based Learning opportunities which expose them to soft skills necessary for post-secondary work. Students can participate in volunteer work with local organizations or in paid internships.</p> <ul style="list-style-type: none"> <li>• Diploma - Focus on Academic Honesty &amp; The Research Process</li> <li>• Health Careers Academy implements the program using NAF with yearly evaluation from NAF for fidelity to the model. Blair was certified in 2014 with NAF and earned Model status in 2016. The NAF model incorporates curriculum and work-based learning skills focused on helping students with the postsecondary transition.</li> <li>• VIP Scholars - students meet statewide standards, receive counseling and mentoring through UC funded programs</li> <li>• 2014-15 - 90 students took the AP tests - 64 passed with a 3 or better = 71% of students passed the AP tests with a 3 or better</li> </ul> <p>JROTC - students take ASVAB test to learn their strengths and complete a large amount of community service hours, which assists them with college entrance.</p> | <ul style="list-style-type: none"> <li>• IB MYP /Diploma Programme and Report - Mrs. Law</li> <li>• VIP Scholars</li> <li>• Culinary Arts Academy</li> <li>• Health Careers Academy uses NAF in their curriculum</li> <li>• AP Classes</li> <li>• Honors Classes</li> <li>• Dual Immersion program is in the process of creating a continuous program from elementary to high school that is designed to prepare students to qualify for AP Spanish in 9th/10th grade.</li> <li>• ASVAB</li> </ul> |
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## ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### Summary (including comments about the critical learner needs)

Our critical learners need include supporting our ELs, and other at-risk subgroups.

The International Academy attended a training in Washington in December of 2016 to better address the needs of our growing English Learner population. However, we still lack the staff and resources to implement a functioning program for these students. To fully implement the program, we need additional staff and classrooms as well as an expansion in Level 2 and 3 for English, Math, History and Science.

We received some training from Dr. Mac Hines in 2015 as to how to identify the needs of our African American students, but there was no follow through or resources provided after the training. We need a curriculum focused training with strategies to help improve students' progress. Over the past few years, over 35% of the referrals issued have been to African American students, who make up 15% of our population. There is an urgent need to address this and design a curriculum that better suits all student's needs.

We need a permanent teacher for our students receiving special education services. We currently have one long term substitute in SPED classes. There is a strong need for more support or modified assessments from the district for our SPED and ELs students.

The District Benchmark and Performance Task testing caters to our proficient students and it is not modified to address the needs of ELs and SPED students. It is very difficult to test students with resources such as these that guarantee a negative outcome, with only the recent addition of ELs Common Core Standards, there is still a need to address testing and other forms of instruction across mainstream classes as well.

**Prioritize the strengths and areas for growth for Category B.**

### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Blair Staff has had consistent collaboration among the IB diploma staff. We have been fortunate not to have any turnover of staff for the past 5 years. We have added new members and classes such as Sports, Exercise, and Health sciences and Music. We are also currently working on



implementing the IBCP (Career Related) to integrate our academy students. We have had a consistent and knowledgeable coordinator for this same time. We meet as a group to disaggregate data released by IB and to coordinate our workload and required assignments for our students. We also discuss progress and issues that arise from individual cases. Training of staff is easier to facilitate due to the smaller numbers and the low turnover rate. The number of students taking certificate courses in the DP program has steadily increased from year to year.

This past summer, the English Language Arts and Math Departments met to collaborate and focus on vertical alignment. They began developed vertical IB plans that focused on each course and grade level that will continue to be refined in the upcoming years.

Stemscopes are in place for middle school science classes, we are moving from middle school to high school implementation next year.

Unit Planners in IB were created over the past 3 years by departments, all staff is expected to teach at least one IB unit per semester.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

English Learners currently make up about 22% of our school population; however, there is a need for staff, resources and actual space for this program to thrive. The current curriculum for ELD Level 1 is an outdated edition of *EDGE Fundamentals*. We are waiting for the adoption of new EDGE or other materials for these students. The main concern in Level 1 is class size. Level 1 increases each day as new students enroll, and we are physically out of space to adequately accommodate all the students. These large class sizes will produce another issue soon. Many students must take ELD 1 again next year, causing even more overcrowding. The district is considering possible solutions for this situation. Meanwhile, we are trying our best to serve all our students and our English Learner Coach is working with the Science and Social Science Departments to develop strategies and best practices to meet the needs of our Level 2 and 3 students who are placed in mainstream classes.

Math is considering different A-G courses that provides college credit. Our goal is to include classes before and between Math 1 and 2, that would improve their skills before entrance to mainstream courses. Many students need assistance with transition into the various math classes, they require the support and remediation to be successful. Besides offering after school tutoring, we are still looking for funding to put intervention courses into our regular schedule to help struggling students fill the gaps before and during high school. The math department is working on strengthening our implementation of the common core standards using research based and best practices. Besides using the district provided materials, we share and investigate extra supplemental materials that would help students who have not mastered the prerequisite skills. For example, the Tenmarks online practice automatically remediates students who have not yet mastered the content but there is no introductory or lower level practice for students to master

basic skills before application questions. We are working on the vertical plan for the IBMYP curriculum through graduation, however, more common planning time is needed for the department to work on common assessments and grading performance tasks using the I.B.M.Y.P. grading criteria.

For IB to be fully implemented at our campus, there is a critical need for an IB Coordinator. We are waiting to see if the district will fund a full-time coordinator for next year. We had one last year, but the current district advisors have held off from funding a new one.

We also need common planning periods for the development of MYP Curriculum and IB CP Program. Due to our tight and restricted current schedule, many teachers have both high school and middle school classes, and there is very little room for collaboration and coordination of grade level or department preparation periods.

The best way to serve our IB students would be to add a larger variety of IB classes to the Diploma Program and Certification Programs. However, we will need additional staff and flexibility to balance our master schedule.

The Dual Language Immersion Program (DLIP) is currently on its third year and still under development. Teachers need more time, independently and collaboratively, for standards development and standards based curriculum development that ties in with Common Core, along with development of common assessments. Teachers have discussed the necessity of additional planning time over the summer to continue the development of curriculum and the need for further professional development (i.e. attendance of conferences (NABE, CABE, etc.). Accelerated reader in English and Spanish has been conducted. More resources are needed for History curriculum, primarily translation of Document Based Questions (DBQs). A bundle of DBQs has already been identified and sent to the district for translation and we are expected to receive the translations by the end of the year. Development of an electronic student portfolio at the middle school and high school level is underway and being created through google classroom. In addition, research shows that to create fully biliterate students, students (by middle school) should be instructed 50% in English and 50% in the target language; however, now students receive more instruction in English than Spanish, since 4 of their classes are taught in English and 2 in Spanish (SLA & History). With a fully developed program, we will be able to maintain our DLIP population.

The I.B.M.Y.P. has struggled to keep a consistent coordinator since our last WASC visit. We currently do not have a coordinator and just recently took on a Personal Project Coordinator. We also have many new staff members this year and have several others that have been here for less than 5 years. We are currently lacking in training for our staff members due to lack of funds and limited trainings offered by IBO. Last year, we brought on a coordinator halfway through the 1st semester and we were able to conduct trainings as a staff with the curriculum planners and the major tenets of IBMYP. Unfortunately, we lost our coordinator at the end of the year and have been unable to secure another.

During our last WASC visit, it was brought to our attention that we should focus on fewer programs and strive to improve those. However, our district has added additional programs since

then such as Dual Immersion, and talks are in the works for even more programs to be added soon. We chose to implement IB, but we have been required to take on additional programs.

#### **Areas for Growth - Summarized**

- International Academy and English Language Development struggles due to a lack of resources, staffing, funding and physical space.
- Current IA and ELD 1 materials are outdated and missing key components.
- The Math Department is implementing courses next year that would be taken before of in between mainstream math courses to strengthen the student's skills and increase the number of students passing Math 1, 2 and so on.
- IB needs a full-time coordinator to be fully functional at our school.
- We need common preparatory periods and fully on board staff that uses IB rubrics and Units to ensure the success of IB.
- Dual Immersion is currently lacking a full curriculum and resources in Spanish, our TOSA is focusing on creating a curriculum for next year, as we expand into high school.
- Blair struggles with an abundance of different programs, and a lack of staff and resources to dedicate to the programs.



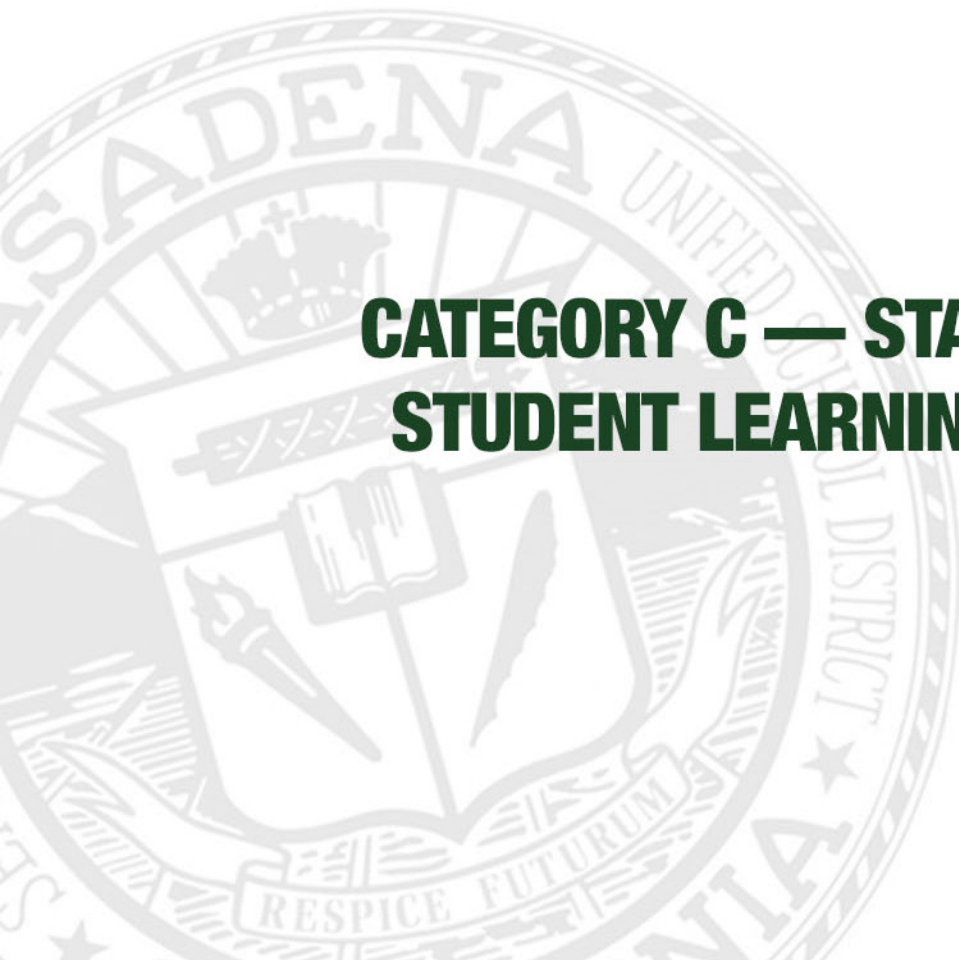
## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 4

## CHAPTER CATEGORY C

### CATEGORY C — STANDARDS-BASED STUDENT LEARNING: INSTRUCTION



**Standards-based Student Learning: Instruction**

Christine McLaughlin  
English Teacher  
English Department Chair  
WASC Focus Group Leader

Irina Badalyan  
Math Teacher

Isabel Reynoso  
Biology Teacher

Jaime Craig  
Spanish Teacher

James Goffred  
Librarian

Jennifer Graves  
Science/English Teacher

Kitty Cahalan  
Parent

Lezlie Porter  
Sp. Ed. Instructional Aide

Liliana Zhou  
IA Science Teacher

Maria Gonzales  
Spanish Teacher

Maria Teresa Garcia  
IA ELD Teacher

Marion Cathcart  
Sp. Ed. Instructional Aide

Marquetta Shy  
Sp. Ed. Instructional Aide

Mi Chang  
Sp. Ed. Instructional Aide

Michael To  
Special Education Teacher

Minho Jeong  
Student

Norah Small  
Parent

Richard Derrick  
Student

Russell Wong  
History Teacher

Steve Gustin  
Assistant Principal

Vanessa Torres  
Guidance Counselor

Veronica Yepez  
IA Math Teacher

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>Over the past several years there has been an increased effort to share best practices and strategies during peer/classroom visits and professional development to support all learners and especially struggling students such as ELLs, SPED and African American students. Consultants were hired from the Frostig School to assist teachers and administration with areas of needed support and change in this area as well as procedures and protocols necessary to increase rigor instruction within the classroom. Additionally, there has been an increased emphasis on reviving the IB Middle Years Programme (MYP). A full time IB MYP coordinator was hired. Great strides were made during this time to incorporate the rigorous instruction that IB offers. This emphasis and has continued.</p> <p>However, ensuring that all students are involved in challenging and relevant learning continues to be an area of growth as some teachers require additional training and support to incorporate challenging and relevant learning strategies within their classrooms. The absence of an IB MYP coordinator this year has in some ways limited the efforts that were begun in the past. If IB MYP is to make strides, a full-time coordinator is necessary.</p> <p>College and career readiness are offered through various community partnerships. Health Academy (HA) students</p> | <p>Work-based learning logs.<br/>Integrated project assignment and student work samples.</p> |



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| <p>participate in work-based learning in partnerships and internships. Additionally, HA students complete integrated projects that provide real world hands-on activities that support students in their medical career.</p> <p>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. ASB members attend a yearly leadership training seminar that supports them in their leadership role on campus. Students receive grades and are expected to complete assignments.</p> <p>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 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 can audition and perform in the spring musical revue, Ovarations which is a forty-year-old tradition in the community where students receive professional dance, vocal and acting training in after school rehearsals.</p> <p>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 9<sup>th</sup> and 10<sup>th</sup> grade 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</p> | <p>Leadership training<br/>Minutes</p> <p>Class rosters.<br/>Agreements<br/>Enrollment data.</p> <p>CELDT scores<br/>Read 180 - with level 2 and above<br/>EDGE Fundamental - Level 1</p> <p>Teacher records<br/>Student work samples</p> |
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| <p>color. The program includes college visits and community service throughout high school.</p> <p>Math and English classes are offered to students in partnership with Pasadena City College (PCC) and Cal State Universities (CSU). Seniors are offered college prep math classes at PCC. Students who earn a “B” or higher in the College Prep math class, can enroll in a higher-level math at PCC. Senior English students who successfully complete ERWC (The Expository Reading and Writing Course) are not required to take freshman English when enrolling at CSU.</p> <p>Our International Academy’s goal is to provide students who are new to the country with the necessary skills in all subject areas to prepare them to be successful in mainstream classes and to become proficient for post-secondary education. Rising student enrollment (an unpredictable amount such as 80 new students a year) and lack of staffing, resources, and physical space have made meeting the needs of these students a challenge. Smaller class sizes would greatly benefit these students.</p> <p>The increased use of technology in the classroom is helping students gain career and college readiness skills. STEMscopes offers students rigorous, innovative activities to further develop their knowledge and understanding of real-world science concepts. Students enrolled in Career Technical Education (CTE) photography and film and video classes are assessed as they work hands-on real-world photography and graphic skills. The teacher can check students’ progress using metadata (digital workflow)</p> <p>Changes in instruction because of common core has led to more thematic and the use of guiding questions. Some feel that we need more support - in the daily implementation of common core lessons. This is true particularly in adjusting some of the more complex activities so that students are able to successfully complete the assessments/activities. Additional support may be needed on how to address diverse student needs. Teachers are not relying on textbooks so teachers are selecting specific texts to help address what students should be learning. This is especially a challenge when searching out fiction that will fit curriculum. Additionally, the lack of time for collaboration to help students with diverse needs. There are no common planning/preps times and teachers are teaching three or more</p> |  |
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| <p>preps.</p> <p>There is a strong need for common assessments to direct instruction for math, English, science and the social sciences. The district currently provides benchmarks and common performance tasks but these are not set up in a way that is helpful to guide instruction.</p> |  |
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### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

| Findings  | Supporting Evidence  |
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| <p>The use of the Whiteboard Configuration (also known as BBC) provides students with the expectations for the class and the specific aim and or standards for a specific lesson. Homework, daily assignments, and the IB Area of Interaction are also outlined. This configuration is used consistently throughout the school. However, the level of use and effectiveness needs to be addressed. Some teachers use programs like Remind.com to communicate assignments and expectations to parents and students. Additionally, some teachers use weekly assignment sheets to communicate homework, readings and activities over the coming week.</p> <p>The use of rubrics both IB and other are encouraged. However, to increase rigorous instruction, the use of rubrics to examine student work needs to be used more widely. Additionally, time must be given to teaching students to understand and make progress on the specifics of the rubric. This would mean that students receive and understand the rubric prior to instruction.</p> <p>All teachers issue a syllabus at the beginning of the school year. The syllabus outlines requirements and expectations and outlining the learning expectations.</p> | <p>All teachers are expected to use the BBC outlining clear expectations for all student in class</p> <p>Use of rubrics to assess student work</p> <p>Teacher syllabus</p> |

### Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

| Findings   | Supporting Evidence  |
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| <p>Teachers use various technology and multimedia in the classroom to support instruction for all students as well as to differentiate instruction or all levels of students. These include the use of documentary films in history and English to support and reinforce content. The use of DBQ (primary source materials), TenMarks and StemScopes for individualized instruction (including intervention and acceleration; also, available in Spanish for our Spanish speaking students), and Accelerated Reader (AR) which allows students to read independently based on their personal reading level.</p> <p>Some teaching staff do not feel comfortable with the use of technology (to various levels) and we do not have equal access to technology in all classrooms. Some classrooms do not have printers or overhead projectors and we have a limited number of Chromebooks at our school site, that need to be shared. Additional professional development and equipment needs to be provided in this area. Teachers need differentiated professional development to effectively use technology in the classroom as our teachers have various needs.</p> | <ul style="list-style-type: none"> <li>-documentaries in lesson plans</li> <li>-DBQ (primary source materials)</li> <li>-TenMarks results</li> <li>-Accelerated Reader (AR)</li> <li>-StemScopes</li> <li>-NewsELA, allows students to provide their students with nonfiction articles at their independent reading level.</li> <li>-KAHN academy</li> </ul> |

## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Indicators with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

| Findings   | Supporting Evidence   |
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| <p>Most teachers use technology to teach, including Chromebooks, Apple Computers, iPads and LCD projectors. Computer applications are used by students and teachers in a variety of content areas. For students: Google Apps such as Google Docs, Google Drive and Google Slides. For teachers: Aeries (Online</p> | <ul style="list-style-type: none"> <li>-Wix Websites for Digital Arts Students</li> <li>-Students access, create and share Google Docs with teachers</li> </ul> |

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| <p>Attendance/ Gradebook for teachers), Google Classroom, Kahoot (Online Quiz). The use is inconsistent due to lack of ample training and lack of resources.</p> <p>Students learn about proper citation using the Chromebooks. Primary and secondary sources for DBQs and Model UN</p> <p>School-wide, we are actively working towards having a Chromebook for each student to access (1-to-1). Currently, we have nine Chromebook carts. Teachers use an online checkout system for the Chromebook carts. The SPED and the ELD classroom have their own carts as does the HA science department.</p> <p>Students enrolled in IB Physics research and design their own labs to carry out. Also, use of probeware (Vernier). Additional IB and AP courses include use of ThinkIB.net for various instruction.</p> <p>Each school year, Blair Sophomores are assigned an IB Personal Project. They chose a topic to work on and are asked to choose a teacher to play the role of a supervisor for their project. The students are given a packet to fill-out to assist them in the process of choosing a topic to their liking. At the end of the packet, there is a page where the supervising teacher signs, agreeing to monitor their study and research. It is the student's responsibility to keep his/her supervising teacher updated on their progress.</p> <p>Blair's own Health Academy program offers internships through local community partners like Huntington Hospital and other medical clinics. Students get hands-on experience in working in the medical field alongside medical professionals. Students also participate in job shadowing by reporting to work during a school day at our community partner work sites. Health Academy students also participate in local and state competitions such as HOSA. Such contests assist our students in getting recognized for their work and possibly gaining for themselves opportunities for academic scholarships and other awards and recognitions.</p> <p>Students enrolled in advanced math (calculus) use sophisticated software downloaded to solve complex math applications.</p> | <p>-English classes use the Accelerated Reader program on the Chromebooks</p> <p>-Lesson Plan<br/>-Student work samples</p> <p>-student samples</p> <p>IB Personal Project Annual Showcase</p> <p>Teachers Monitor Student Work</p> |
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| <p>Culinary Arts and Hospitality students participate in competitions that provide scholarships and future employment opportunities. Our students also can receive Food Handling Certification at no cost to the student. They can use that Certification when applying for work in the fast-food or restaurant industry. Culinary Arts and Hospitality students also participate in job shadowing as well as working as interns with PUSD community business partners.</p> <p>Research projects in the Academies</p> <ul style="list-style-type: none"> <li>• 10th grade IB Project</li> <li>• Schmoop for AP prep</li> </ul> |  |
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**C2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

| Findings   | Supporting Evidence   |
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| <p>Most teachers are competent in the use of technology. However, there are still some that have not yet been trained in the various technology that we have available (i.e. AERIES, Haiku, Nearpod, Hapara workspaces, etc). Some teachers take advantage of the use of mobile apps to assist with their lesson plans and keeping students updated on project assignments and reminders of project due dates. Some teachers at Blair are very active in working with Google Apps however, this is inconsistent.</p> | <p>-In Class LCD Projectors and Access to Chromebooks</p> <p>-District-Wide Technology Training and Development</p> |

### Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

| Findings   | Supporting Evidence  |
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| <p>Teachers use various strategies in each classroom to access the various learning styles and needs of the students. Teachers are constantly assessing students informally as they circulate the classroom, giving tips to students, and helping those that need more guidance. Various strategies are used to dissuade students from being passive learners such as using equitable questioning strategies, guided and independent practices that are built into their unit plans. All classrooms use the Blackboard Configuration (BBC) to provide students the daily objective, agenda, and homework assignments. Teachers have been trained to administer a daily warm-up called a “Do Now” at the beginning of class. Teachers also use district units that have some degree of guided and independent practice where students can practice with the</p> | <ul style="list-style-type: none"> <li>• Concept maps are used to help develop understanding of unit</li> <li>• Choral responses during discussions using appropriate vocabulary</li> <li>• Scaffolding such as sentences starters, paragraph frames, step-by-step processes, foldables, visuals, realia,</li> </ul> |

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| <p>teachers and later, on their own. To facilitate student independence, teachers use small cooperative learning groups. Students can support each other through small cooperative learning groups while becoming independent learners. Small cooperative learning groups allow students to work with a diverse group of students with differing opinions and contribute to the group. Each contribution the students make allow them to take ownership for the material while enhancing their social skills. Working in small cooperative learning groups provides more opportunities for students to give and receive feedback. Students can weigh in on the responses of other students in their small cooperative learning groups, whereas it is more difficult to provide feedback in large-group discussions. In addition to small cooperative learning groups, many teachers at Blair also use inquiry-based learning. Teachers in the Science department use inquiry-based labs to engage students through their questions and curiosity. These labs allow students to explore and experience different perspectives of the learning material. Inquiry-based labs are more challenging for students, but they gain a wider understanding in the concepts they are learning. The English Language Arts Department uses Accelerated Reader (AR) to increase reading fluency by setting measurable goals and valid assessments. Blair's library houses clearly labeled and available AR books and their accompanying tests for students to access.</p> <p>PUSD provides some performance assessments where students have the chance to design their own projects. These formative assessments allow students to be creative and show what they have learned. To make learning material accessible to all students, Blair High School teachers use several strategies to facilitate learning. Some teachers facilitate learning by providing support to students outside of class hours. Those that have after school tutoring hours can provide clarification on assignments to students that struggle in class. Many teachers are also available during nutrition and lunch breaks. Students can utilize this time to get more individualized help. The school also provides tutoring support through LEARNs (Leading Educational Achievement and Revitalizing Neighborhoods), a district wide after school program. LEARNs provides engaging enrichment, leadership and learning opportunities.</p> <p>The IB program is a rigorous program that is incorporated into the curriculum at Blair High School. In the IBDP, teachers serve as mentors to the students. Computers are available to students for their IB projects. Students in the IB track use project-based learning in many aspects of the program. In their 10th grade year, students must do a personal project over an extended period that</p> | <p>modeling, etc.</p> <ul style="list-style-type: none"> <li>• Randomly choosing students to answer questions during discussions.</li> <li>• Think-Pair-Share</li> <li>• Thinking Maps</li> <li>• Cloze Notes</li> <li>• Think/Pair-Share</li> <li>• Thumbs up/Thumbs down</li> <li>• Highlighting, underlining, pointing to information</li> <li>• Hands-on Manipulatives</li> <li>• I do, we do, you do practice questions in math.</li> <li>• Teachers model assignment for students prior to independent practice</li> <li>• Teachers provide examples of what is good work.</li> <li>• Small group instruction with aide for new International Academy (IA) students</li> <li>• Homework assignments</li> <li>• Science Fair Projects</li> <li>• Data driven cooperative student groupings</li> </ul> |
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| <p>reflects their experiences during MYP. Students completing the 10th grade IB project will meet with their mentor on a regular basis to ensure that students are completing each part of the project by the deadlines set by the school. This project allows students to be creative while meeting rigorous standards of the IB program. In order to complete the IBDP, students must complete a mandatory extended essay with guidance from their mentors. The extended essay is an independent, self-directed piece of research that includes a 4,000-word paper.</p> <p>Additional findings are as follows:</p> <ul style="list-style-type: none"> <li>• Units have the equitable questioning strategies, guided and independent practice built in to make content accessible to all type of learners</li> <li>• Blackboard Configuration (BBC) is used in all classrooms to provide daily objective, agenda, and homework assignments to students</li> <li>• District units also have some degree of independent practice (some performance assessments where students design their own projects)</li> <li>• After school tutoring hosted by teachers for students who need extra support</li> <li>• Computers available for IB projects and other projects</li> <li>• IB Units have a lot of independent practice built into them</li> <li>• IBDP extended essay - teachers serve as mentors</li> <li>• IBMYP 10th grade Ib projects - teachers serve as mentors outside of their normal school day to help support students in completion of project.</li> </ul> |  |
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### Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

| Findings  | Supporting Evidence  |
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| <p>Trainings on the interpretation of rubrics to assess student work has been an important component in helping teachers evaluate students work. One of the challenges that we have is that not every teacher gets adequate training since Summer institute usually takes place in either at the end of June or July and many teachers are on vacation.</p> | <p>-Work samples</p> |



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| <ul style="list-style-type: none"> <li>• Challenges - benchmarks lack accurate portrayal of student knowledge <ul style="list-style-type: none"> <li>◦ District benchmark test are not always aligned to what is taught in class based on units provided by district (scope and sequence is not aligned with the benchmark tests). Students get frustrated and do not put effort in “deciphering” the language or unusual task at times presented in the district’s assessments. Overall scores</li> <li>◦ We need more training for the interpretation of rubrics. Not every teacher attended trainings.</li> </ul> </li> <li>• Performance task results are better reflective of student knowledge than the district benchmark</li> <li>• IBMYP 10th grade projects, senior projects, extended essay</li> <li>• Labs in the sciences and performance tasks in all disciplines</li> <li>• Librarian is available to come to individual classes to demonstrate how to conduct research.</li> <li>• Challenges</li> </ul> <p>Training on technology is insufficient and needs to be more relevant both for teachers and students. For example, training on TenMarks is provided during the summer institute for PUSD staff and no support during school year. Teachers do not have onsite help; No IT person is available for quick questions and answers. Monitoring and assessing students work done online is challenging process. Many students ask for help during the computer based assignment and without teacher aide, multi-tasking for a teacher becomes overwhelming. Students feel helpless when left alone with computer.</p> <p>Teachers are providing the after-school tutoring and students are attending those tutoring sessions enthusiastically, many students have access to Khan academy, they use Youtube videos and online mathematics vision project HW help occasionally. However, there is no much evidence that majority students use (or know how to use) other (outside of classroom) resources on their own initiative.</p> <p>Students would benefit from interdisciplinary/ horizontal lesson planning. That would expose them to broad applications of math in various situations. Math skills in classes like physics and chemistry are not fully reinforced and students under appreciate the importance of math knowledge in solving real life problems. Interdisciplinary planning would help students in mastering mathematics while applying their “theoretical” skills to actual</p> |  |
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| <p>physics or chemistry problems.</p> <p>Numerous websites and tutorials are available for free to students to explore and enrich themselves, meanwhile lack of IT skills affects students' performance in that area. Despite the well-developed skills in mobile gaming, it is apparent that students feel uncomfortable in academic use of technology. They display avoidance attitude in incorporating technology in their learning process.</p> <p>At times teachers are not able to help the students since many of the teachers require assistance as well.</p> <p>Some students do not know how to properly use available resources and have difficulties in exploring information on internet and conduct research. Some students, especially international students, have hard time in "log in" process, and give up after a few unsuccessful attempts. More guidance would help students stay on task and get the best of technology use in classrooms. It would have a positive outcome if students are taught research and technology use at lower grades. On site help for both teachers and students would be invaluable.</p> <p>With the construction of the main campus on the way, there is a problem with storage/space available for science teachers. Science lab materials are limited. There is only one class set of lab materials and not all science teachers have access to a lab. It is a challenge to organize usage of equipment. More materials are needed. Students study physics and chemistry many times without lab experiments.</p> <p>The biggest obstacle and distraction is the fact that online sites are available for students and no "parent/teacher" control is embedded to prevent students from visiting irrelevant sites during the online classwork. That raises the big dilemma on how to determine which sources are appropriate and which support should be provided to students.</p> <p>Teachers are not adequately trained on new implementations of technology and they feel confused and reluctant to use technology in a regular basis. Training for teachers using these sources must be continuous.</p> <p>Students benefit from structured approach to lesson planning and step by step guidelines of using various software would be critical in 21st century.</p> |  |
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**C2.3. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

| Findings  | Supporting Evidence  |
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| <p>Librarian is available to come to individual classes to walk students through the research process.</p> <p>Real-time feedback from teacher to students and from students to teacher. Revolution K12 (was in use in a previous year), Ten Marks, MyThesys softwares have feedback options that help students see and correct their mistakes. The explanation of the problem is provided. The software are generating similar questions to help students improve their skills on failed questions. However, at times the provided correct answer is not clear enough for students to pay close attention to it.</p> <p>Teachers have tools to monitor student progress as they work. PUSD implemented Nearpod, Hapara, Brain pop. Unfortunately, without appropriate training this software are not easy to use in class. Internet connection is weak or not detectable at times. Mass generated passwords causing troubles when students try to log in. The number of Chromebooks increased over the year, but it is still not enough to have a class set per room.</p> <p>Dual-language immersion program is extremely important for our school's demographics, but the classes are still oversized and not enough assistance is available for newcomers, international students.</p> <p>Challenge - sometimes access to the Chromebooks becomes a problem as it is difficult to track down the last user of the cart.</p> | <p>-Work samples</p> |

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

| Findings | Supporting Evidence |
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| <p><b>English 6-12</b></p> <p>In English, part of the Common Core Standards, are geared at real-world experiences. Units' guiding questions are based on experiences in which students can imagine a real-world situation, problem, and ways of approaching the problem critically, then finding solutions methodically and effectively. The District units' performance tasks are designed to have the real-world experiences and problems.</p> <p>Also, a central tenet of the IB Programs, is the element of Approaches to Learning which involve command terms for students such as: analyze, appraise, classify, construct, deduce, define, demonstrate, evaluate, examine, investigate, summarize, synthesize etc. Teachers' IB unit planner template calls for these kinds of elements to be incorporated in daily lesson plans.</p> <p>A challenge area then, is getting all teachers to both understand and faithfully employ these templates.</p> <p>In the IB Diploma Program, students are formally assessed in writing and orally. Some of these assessments are either audio and visually recorded. In some ways, these oral assessments mirror real-world interviews or thesis defense situations. Some of these assessments also call for creative writing in the areas such as speeches, newspaper articles or problem solving proposals to real social problems. These assessments involve lengthy rationales and reflections.</p> <p><b>Science 9-12</b></p> <p>In science (biology), students complete a series of performance tasks throughout the unit where they must apply their learning for each unit. Students are encouraged to work in small groups to find ways to investigate and find a possible solution to a given problem to investigate. Students conduct experiments where they design an investigation to answer a research question or address a topic. Students also conduct on-line simulations for labs and dissections. All students have access to probeware, microscopes, biotech equipment, and some outside equipment and reagents complete this type of assignments.</p> <p>The IBDP Science students are given several opportunities conduct experiments of their own design. Students are given a problem or prompt that they use to design, conduct and analyze results of an experiment. Every unit in IB has several hands-on activities or labs for students to complete and meet IB requirements. Students</p> | <p>See a copy of Common Core standard strand in writing</p> <p>See copies of units and performance tasks prompts. See copies of student written performance tasks</p> <p>See copies of Approaches to Learning, and unit templates.</p> <p>See copies of recordings, rationale, recordings.</p> <p>Evidence may also be found in the outside moderation of these assessments.</p> |
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| <p>work in small groups of individually to complete these tasks. IBDP Science students also complete a group project where they work with other science students (IB Physics and SEHS) to design and conduct an experiment to address a specific topic that students select. Following the group 4 project, students are assessed individually through an individual assessment project selected and conducted by the student.</p> <p><b>Math 6-12</b></p> <p>In higher level math classes (calculus) students are assigned real-world projects where students work in groups of various levels of proficiency to complete the specific task. Examples of these projects are: building a bridge, animation, building a satellite dishes.</p> <p>For middle school math classes (grades 6 through 9) students participate in a District-wide Math Field Day in which students compete in solving real-world scenarios or address the problems.</p> <p><b>Health Academy</b></p> <p>In Health Academy much of the NAF curriculum for grades 9-11 is project-based, allowing for assessment of students through cooperative group projects. Twelfth grade students participate in senior project, a culmination of their 4 years spend in the academy. The project requires students work in small groups and includes the writing of a research paper, an educational component presented to an appropriate audience of need, and a presentation to a panel of advisory board members in defense of the entirety of their project.</p> <p>HCA is specifically designed to provide students with career exposure through guest speakers, job shadows and internships. We also arrange college visits for our students, including, in recent years, Caltech, UC Riverside, Loma Linda and PCC. Students are also encouraged to join College Access Plan, EAOP and other organizations for college exposure.</p> <p><b>Social Science</b></p> <p>In Social Sciences students examine, analyze, and evaluate primary and secondary sources that give further understanding into historical events, or order to evaluate different points of view. This is the DBQ, document-based inquiry project. The Model UN, students participate in a competition in which students examine real-world problems, such as bilingual education</p> | <p>See samples of these math projects from Ms. Voong</p> <p>See sample of portfolios from Health Academy</p> <p>See sample DBQ prompts and sources. See some of the AP scores for passage rates</p> |
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| <p>in the United States, immigration, problems in the Middle East, etc. Students evaluate and synthesize information from scenarios and sources</p> <p>In social science, students participate in real world personal financial literacy in the Junior Achievement Financial Park. Students evaluate scenarios in which they pretend to be business people, and attempt to create a personal budget. They consider financial literacy and sound money management essential to success.</p> <p>Additional findings:</p> <ul style="list-style-type: none"> <li>• Future Problem Solvers (FPS)</li> <li>• Photography                         <ul style="list-style-type: none"> <li>◦ Experiment with different camera and light settings</li> </ul> </li> </ul> | <p>See Junior Achievement Financial Park brochure; See sample student budgets</p> |
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**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

| Findings  | Supporting Evidence  |
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| <p>With the inception of Common Core and SBAC testing, there has been a strong push to increase student use of technology in the classroom to assist them in achieving academic standards. The first couple of paragraphs describes ways in which students are using technology in most classes. The second portion describes subject specific use of technology.</p> <p>Google Drive: Google Docs, Google Slides</p> <p>Google Drive and its subcomponent apps of Google Docs and Google Slides are used universally throughout the academic disciplines of English, Social Science, Science, Math, Foreign Language, CTE, and elective classes. In these disciplines, students are making progress toward the meeting of ELA academic standards such as writing with Google Docs and speaking with Google Slides.</p> <p>Students are immersed in 21st century learning as the “Four C’s” are engaged with the use of Google Docs and Google Slides. Students</p> | <ul style="list-style-type: none"> <li>• Google Docs and Google Slides student work saved on Google Drive</li> <li>• Any collaborative work on Google Drive</li> </ul> |

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| <p>use both apps for 1) Critical Thinking and Problem Solving, 2) Communication, 3) Collaboration, and 4) Creativity and Innovation. Students can work collaboratively and simultaneously on a single document or presentation, while providing real-time feedback and critique of other students' thinking. The flexibility and wide toolset of Google Docs and Google Slides allow students a broad platform on which to express their creativity and innovative ideas.</p> <p><b>Hapara</b><br/>Hapara is an instructional management tool that facilitates teacher differentiation, distribution, access, and reviewing of student work contained on Google Drive. Teachers move students to mastery of standards by providing real-time feedback to student work. Using Hapara, teachers can monitor student computer activity to ensure that students are completing their standards-based work.</p> <p><b>Tenmarks.com</b><br/>Tenmarks.com is used by the Math department for assessment of student learning toward mathematics standards. Student data from Tenmarks.com-generated tests and assignments are used by SPED Math staff to identify what content needs to be re-taught, modified, and/or differentiated.</p> <p><b>Mathematics Vision Project (MVP)</b><br/>The Common-core aligned Math textbooks contain hyperlinks to khanacademy.com video lessons which supplement teacher instruction for greater student understanding.</p> <p><b>Desmos.com</b><br/>SPED Math staff uses desmos.com as a graphing calculator tool for students to engage higher-order thinking. Students evaluate, analyze, compare and produce their own graphs. Teacher-led student activities on desmos.com often involve the sharing of student work for collaborative discussion and feedback.</p> <p><b>Student/Parent Portal</b><br/>For years, parents have had access to the parent portal - an online program which provides information relevant to students' academic progress. Parents can view student attendance, class assignments, and current academic standing. More recently students have access to the student portal although not all are making use of it due to lack of training. The same could be said about parents who are not tech savvy.</p> | <p>that has been edited by multiple individuals</p> <ul style="list-style-type: none"> <li>• Revision history and comments in these student artifacts</li> <li>• Teacher use of Hapara as a student work management tool can be evidenced.</li> <li>• Teachers can create and save screenshots of student activity to document on-task or off-task behavior.</li> <li>• All generated assessments, assignments, and data are saved and accessible from within the Tenmarks.com interface.</li> <li>• Links in the textbook can be typed into a web browser which will allow students to view the video lessons.</li> <li>• Student graphs can be saved on desmos.com for later viewing or editing.</li> <li>• Parent portal data is accessible through any web browser.</li> </ul> |
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| <p>Naviance</p> <p>Naviance is a college and career readiness software program that provides students with college planning and career assessment tools. Teacher and counselors can share information and assign task to students and students can create an academic plan. Parent can view the information inputted on Naviance but are not able to edit. Although all students have access and have been trained, not all students log on a regular basis. Technology availability may be an issue.</p> <p>Teachers use these as well but it is not clear to what extent. Below are subject specific technology use in the classroom:</p> <ul style="list-style-type: none"> <li>• Nearpod -</li> </ul> <p>Kahoot, a social and game-like online quiz tool, is used by various teachers at Blair. Kahoot engages the students to participate as a group OR as individuals in assessing what they've learned about any topic the teacher has covered. Students can see, in real-time, depending on the type of assessment, the results of their answers to a quiz. Kahoot has various types of games that help in quizzing students depending on the material at hand. A teacher can customize any quiz according to his/her topic. A student may participate in a Kahoot quiz via their assigned computer, Chromebook OR mobile device.</p> <ul style="list-style-type: none"> <li>• Haiku -</li> <li>• Probeware (vernier) - used in science by students to complete an assigned task or given as material that students will use to design activities/experiments to design their own investigations <ul style="list-style-type: none"> <li>○ Simulations</li> <li>○ Stemsopes (teachers and students)</li> </ul> </li> </ul> <p>Our digital arts students use a variety of mobile and desktop apps for project work. One online program they use is a service called, Wix. This is a website/blog where students post their photography and film work. Students are also required to reflect on most of the projects they've worked on via a blog. This 21st-Century skill of writing online, has replaced traditional physical journal entries. It is also used by many who work in the digital arts field. Students also use WIX to build their own personal website to display their digital arts work to the world. They are required to have several categories of their work such as, a Home OR Landing Page, an ABOUT section, a GALLERY to display their work, and the BLOG mentioned earlier.</p> <p>The digital arts students are also encouraged to use their own</p> | <ul style="list-style-type: none"> <li>• Naviance account data can be accessed through any web browser.</li> </ul> <p>-Quiz Results Archived<br/>-Merge to Gradebook<br/>-Results are converted to Excel Spreadsheets</p> |
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| <p>personal website to post their own work that's done outside of school.</p> <ul style="list-style-type: none"> <li>• Apps - Camera, CNN student news, Brainpop, TedTalks</li> <li>• Think IB Website</li> <li>• Remind</li> </ul> |  |
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

| Findings  | Supporting Evidence   |
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| <p>With the move to the common core standards, teachers are required more and more to use resources beyond the textbook. This includes original source materials and real world materials. The English department uses mainly novels and non-textbook materials for instructions. The math, science and social science classes use primary sources to provide students with real world instruction.</p> | <ul style="list-style-type: none"> <li>-DBQ (primary sources)</li> <li>-Ted Talks</li> <li>-Paid internships</li> <li>-Community service</li> <li>-International Fall Festival</li> <li>-IB 10th grade projects</li> <li>-ThinkIB</li> <li>-Job Shadows</li> <li>-Community and industry guest speakers and professionals</li> <li>-Passport to Success</li> <li>-Class service projects</li> <li>-Life skills field trips (for our severely disabled students)</li> <li>-Classroom Economy</li> <li>-Junior Achievement Financial Park</li> <li>-Partnerships with various performing arts</li> <li>-SRLA (Students Run LA, Marathon)</li> <li>-Workability</li> <li>-CAP (Career Access Program)</li> <li>-Interact Club (Rotary)</li> <li>-Model UN</li> </ul> |

## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>Blair High School students have access to and are engaged in career preparation activities through a variety of programs. These programs are geared to target the different types of student interests and the different types of student learners. Blair currently offers its' students career exploration through their Honors, AP, Puente, IB, and the academies programs.</p> <p>The Puente Project is designed to help students succeed in school, earn degrees at four-year colleges and universities, and return to the community as leaders and mentors. Puente involves parents and the Mexican American/Latino community in the education of their youth. Although all students are eligible, The program is designed to increase the number of Mexican American/Latino students graduating from high school and enrolling in colleges and universities. Puente provides three areas of service to students: teaching, counseling, and mentoring.</p> <p>The Health Careers Academy has build strong relationships with a variety of local businesses including, but not limited to: Huntington Hospital, Kaiser Permanente, Con Carino Elder Care Facility, Pasadena City College, Planned Parenthood, Caltech, the Pasadena Humane Society, and Keck Medicine of USC. Students also participate in a variety of college visits including Loma Linda University, Pasadena City College, Caltech, and University of California at Riverside.</p> <p>CTE curriculum is based off NAF Health Sciences courses, including Health Careers Exploration, Anatomy and Physiology, and Global Health. Additionally, HCA students take biotechnology as an additional science. Students are also offered the option of enrolling in a course focused on sports medicine. There is also an academy work-based learning technician who helps connect students with businesses and track student experiences.</p> <p>Much of the NAF curriculum for grades 9-11 is project-based, allowing for assessment of students through cooperative group projects. Twelfth grade students participate in senior project, a culmination of their 4 years spend in the academy. The project requires students work in small groups and includes the writing of a</p> | <ul style="list-style-type: none"> <li>• Rosters</li> <li>• Lesson plans</li> <li>• Student writing samples</li> </ul> |

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| <p>research paper, an educational component presented to an appropriate audience of need, and a presentation to a panel of advisory board members in defense of the entirety of their project.</p> <p>HCA is specifically designed to provide students with career exposure through guest speakers, job shadows and internships. We also arrange college visits for our students, including, in recent years, Caltech, UC Riverside, Loma Linda and PCC. Students are also encouraged to join College Access Plan, EAOP and other organizations for college exposure.</p> <p>Blair also has a culinary arts and hospitality academy that engages and partakes in creating and fostering similar community relationships, internships, community service and industry specific guest speakers. However, this academy is in it's final phase out year, due to lack of facilities and competing educational programs offered at Blair.</p> <p>The National Honor Society (NHS) is one of the organizations established to recognize outstanding high school students. NHS is more than just an honor roll - it is designed to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.</p> <p>Upward Bound offers mentoring, tutoring, intervention, and college trips to high school students. Students can also take summer courses at Pasadena City College (PCC) and Cal State LA through this program. The Early Admissions Opportunity Program (EAOP), which is offered through UCLA, offers SAT and ACT prep courses and help with college entrance requirements. Caltech's RISE program (Reaffirming and Increasing Scholastic Endeavors) offers math and science tutoring to high school students.</p> <p>Additional findings:</p> <ul style="list-style-type: none"> <li>• Internships (paid and non-paid)</li> <li>• Community service</li> <li>• Job shadows</li> <li>• Industry guest speakers and professionals</li> <li>• Mentor nights</li> <li>• Life Skills Field Trips</li> <li>• Classroom economy</li> <li>• Junior Achievement Financial Park</li> <li>• Workability</li> <li>• College Access Plan</li> <li>• PUENTE</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>• Upward Bound <ul style="list-style-type: none"> <li>◦ PCC and CSULA</li> </ul> </li> <li>• HOSA - Health Occupations Students of America</li> <li>• Food Hospitality A hero</li> <li>• NHS</li> <li>• UCLA EAOP</li> <li>• ROP/CTE</li> <li>• JROTC</li> </ul> |  |
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**C2.7. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

| Findings   | Supporting Evidence          |
|--|------------------------------|
| <p>Teachers use a variety of online tools that offer real world experiences for students. When used correctly these tools are effective. However, the use of these tools and their effectiveness is inconsistent. Additional training and support will be required for more teachers to incorporate these and other online tools effectively.</p> <p>Accelerated Reader is used consistently within the English department with great success. Students are reading a variety of fiction and nonfiction sources that provide various real world experiences.</p> <ul style="list-style-type: none"> <li>• Twilight</li> <li>• THESYS</li> <li>• IB language program <ul style="list-style-type: none"> <li>◦ Pomaji (online language program)</li> </ul> </li> <li>• Google Earth</li> <li>• Google Pedometer</li> <li>• Online simulation and labs <ul style="list-style-type: none"> <li>◦ Astrophysics</li> <li>◦ Online labs</li> <li>◦ Virtual dissections</li> </ul> </li> <li>• Software used by AP Calculus to solve real-life problems using calculus</li> <li>• Naviance</li> <li>• Accelerated Reader <ul style="list-style-type: none"> <li>◦ Students can access nonfiction books</li> </ul> </li> <li>• Nearpod</li> </ul> | <p>Student work samples.</p> |

## ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### Summary (including comments about the critical learner needs)

We have a strong and dedicated staff. Our staff is interested in helping our students succeed and are also concerned with our students' well-being. This year, we have welcomed a new principal, a new assistant principal and over ten new staff members. This is a major change for our school as we have not seen these changes since our last WASC evaluation. There has been little time this year to look at common practices and strategies that could support diverse students. Many teachers have three preps and are stretched. There are no common prep periods for collaboration within grade or subject levels.

Blair offers AP, IBDP, and Honors courses for our students. These in addition to the Health Careers Academy offer students a range of challenging and relevant opportunities. A good majority of our students are involved in challenging and relevant work that is aimed at preparing them for the next grade level, high school and eventually college or career through these courses. However, the extent of challenge and relevance is inconsistent. The components of the IBMYP offer rigor needed to support the IBDP. This vertical alignment is critical if our students are going to be successful in the DP program.

There are several programs and courses that do offer challenging and relevant work for students but other areas and courses that will require additional support and resources. Additional training and coaching is suggested for some of the teaching staff to make progress in this area. Additionally, high academic expectations of students must be clearly and consistently communicated from all staff members.

We have made great progress in the use of technology within the classroom. However, due to lack of targeted training for staff and lack of resources this continues to be a concern. Several teachers are still struggling with incorporating technology in the classroom while others are doing remarkable activities with their students. There needs to be a move from just switching out the computer for an assignment previously done with pen and paper to projects that are challenging and create new and inventive learning outcomes for our students. We have several effective technology tools that would help in differentiated instruction but we need additional training and equipment for them to be used consistently across the school.

**Prioritize the strengths and areas for growth for Category C.**

### Category C: Standards-based Student Learning: Instruction: Areas of Strength

Areas of strength

- Skilled and dedicated staff
- Teachers are focused on improving teaching and learning across all subject areas,
- Many opportunities for guest speakers and real-world, hands-on applications are offered through both in-school and after school opportunities.
- A growing and renewed interest by many teachers in the IB program
- We are attempting to add the IBCP to support our Health Careers Academy
- Strong knowledge of Common Core Standards (as many staff were involved in the writing of district common core curriculum)
- Availability of technology resources available (online and other)
- Strong resources in the components of IB both MYP and DP

### Category C: Standards-based Student Learning: Instruction: Areas of Growth

#### Areas of weakness

- Lack of common assessments to direct future instruction
- Inconsistent use of rubrics
- Classroom instruction suffers due to a lack of support for teachers and the absence of a MYP coordinator to support the program's implementation. Specifically, in inquiry based instruction and project based learning.
- Large class sizes especially in the International Academy and some unbalanced middle school classes limits the teacher's ability to effectively reach individual student's needs (for example, implementing Writer's Workshop or Cooperative Learning Strategies proves problematic, not enough classroom resources (Chromebooks), lack of personalized attention to students
- Wide varying levels of student English proficiency make it difficult to differentiate for students
- Teachers are planning for at least three preps each and have no common time to collaborate within grade levels and subject matter. This does not allow teachers ample time to plan appropriate inquiry based and project based assignments that will increase rigor
- Teachers are making inconsistent use of technology available to them to support and differentiate their classroom instruction.
- Need for supplemental materials that can be used in conjunction with current curriculum to meet the needs of diverse learners
- Teachers need to make greater use of SDAIE strategies to support English Learners in all content areas.
- Teachers need to consistently differentiate to address the diverse learners in their classrooms, including students receiving Special Education services, struggling students, and ELs.





## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 4

## **CHAPTER** *CATEGORY D*

### **CATEGORY D — STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Standards-based Student Learning: Assessment and Accountability**

Karen Law  
Math Teacher  
IBDP Coordinator  
WASC Focus Group Leader

Annette Fisher  
Math Teacher

Josephine Alvarez-Salazar  
Speech and Language Pathologist

Bernadette Cole  
Parent

Karen Favor  
Guidance Counselor

Dolores Hernandez  
Senior Clerk Typist

Lloyd Dabasol  
Data Control/Attendance Clerk

Frances Ha  
Science Teacher

Magdalena Reyes-Rothner  
English Teacher

Frances Nicholson  
History Teacher

Maria Nuno  
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Gabriela Venegas  
Sp. Ed. Instructional Aide

Michael Dakan  
English Teacher

Heather Blanco  
Special Education Teacher  
Special Education Department Chair

Monika Batra  
Physics Teacher

Jaime Cardenas  
Sp. Ed. Instructional Aide

Pamela Knighten  
Security Officer

Jessica Carbajal  
Sp. Ed. Instructional Aide

Steve Solis  
CTE Photography/Film Teacher

Tania Heredia  
Spanish Teacher

**Category D: Standards-based Student Learning: Assessment and Accountability**

**D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion**

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

**Indicators with Prompts**

**Professionally Acceptable Assessment Process**

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>The school site currently uses the following processes to collect student performance data:</p> <ul style="list-style-type: none"> <li>Administration of the Smarter Balanced Assessment Consortium's (SBAC) assessments in Math and ELA.</li> <li>Administration of the California Standards Test (CST) Science tests for 8th- and 10th-grade students</li> <li>Administration of Common Core State Standards (CCSS-aligned District benchmark assessments and performance tasks in Math, benchmark assessments, performances tasks and writing prompts in ELA</li> <li>The STAR reading assessment is administered via an online system and is used by the ELA department to determine initial reading levels for Accelerated Reader and to monitor student progress.</li> <li>The Social Science department uses common Document Based Question writing to assess students' ability to read and analyze primary and secondary source documents, think critically and write persuasively. Students are assessed three times during the school year.</li> </ul> | <p>SBAC results in Educator's Assessment Data Management System (EADMS)<br/>CST results in EADMS</p> <p>EADMS online assessments</p> <p>ELA Department meeting agendas</p> <p>Social Science DBQ results in EADMS</p> |

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| <ul style="list-style-type: none"> <li>• The Physical Education department administers the FITNESSGRAM physical fitness test to 7th- and 9th-graders to assess and monitor students' performance in six fitness areas. FITNESSGRAM data is made available to teachers, parents and students.</li> <li>• The Language Development Research Teacher (LDRT) administers the CELDT test to monitor English Learners (EL) annually. Additionally, the Scholastic Reading Inventory (SRI) is administered by the LDRT and ELD teachers to monitor EL students' reading progress (lexile scores for grade level performance - initial; and monthly testing thereafter for monitoring)</li> </ul> <p>Student performance data from the aforementioned assessments (with the exception of STAR assessment data) is stored in EADMS and can be displayed in a variety of configurations that allows for disaggregation by ethnicity, socioeconomic level, students with disabilities, etc. Administrators, teachers and counselors have access to this disaggregated data and can generate reports through the system. Student performance data is also available to administrators, counselors, teachers on AERIES for individual students.</p> <p>There is currently no systematic process to analyze student performance data in place at our school site. Such analysis has taken place at A-Monday staff meetings, and various departments/programs have periodically used data analysis protocols to analyze student performance data, but not on a regular basis. Counselors and teachers analyze semester D &amp; F reports to assess overall student progress in their courses. Within departments and individually, teachers use this data to develop intervention strategies for struggling students. Counselors follow a D &amp; F protocol to monitor student achievement and schedule SSTs or make referrals for an evaluation for SPED services as needed.</p> <p>As a result of the recognition that data analysis is an important part of the teaching and learning process, a request for funding for department and program-based faculty collaborative meetings for the purpose of analyzing student assessment data and instructional planning time was presented to the School Site Council (SSC). The SSC has allocated funds for such meetings for the 2016-2017 school year.</p> | <p>Aeries student data<br/>FITNESSGRAM printed reports</p> <p>CEDLT reports on<br/>EADMS Aeries student data<br/>SRI system reports</p> <p>A-Monday meeting agenda, Department meeting agendas</p> <p>SSC minutes</p> |
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## Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings   | Supporting Evidence  |
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| <p>The school site uses the following methods/systems to inform all stakeholders within our district and school community of student progress:</p> <ul style="list-style-type: none"> <li>• Student academic performance data is reported to parents and students through the Aeries Parent and Student portals, and through printed quarterly progress reports.</li> <li>• Student academic progress, as determined by state tests, district benchmark assessments and performance tasks, classroom formative and summative assessments, is reported in the Single Plan for Student Achievement (SPSA), and presented by department chairs and program leads to the School Site Council on an annual basis.</li> <li>• The SPSA is given to the Board of Education for review and approval</li> <li>• Health Careers Academy (HCA) reports program and student progress at monthly HCA Advisory Board Meetings. The Advisory Board is comprised of staff, students, and business and community partners.</li> <li>• General reports/presentations on student performance are given at PTSA meetings and at program-specific parent meetings on an as needed basis.</li> </ul> | <p>Aeries Parent and student portals<br/>Grade reports</p> <p>SSC meeting minutes</p> <p>PUSD Board meeting minutes</p> <p>HCA Advisory Board meeting minutes</p> <p>PTSA meeting agendas<br/>ELAC meeting agendas</p> |

## Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness

standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

| Findings  | Supporting Evidence   |
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| <p>The school site has a somewhat fragmented system for monitoring how well students are meeting academic standards, career-readiness standards and schoolwide learner outcomes. Each department and/or program has its own method for monitoring and evaluating student academic progress and responding to the findings, but most do not consistently address progress toward college- and career-readiness standards and schoolwide learner outcomes. There is also very little inter-departmental discussion of these issues. This has been attributed to the lack of time available for collaborative meetings. (The exception being HCA staff who have common a planning period and have weekly meetings during which they discuss student progress toward the aforementioned standards and other program-related concerns). Following are the ways we are currently monitoring student progress and growth:</p> <ul style="list-style-type: none"> <li>• The ELA department administers the STAR reading assessment to all students to establish initial reading levels, and to continually evaluate student progress and growth.</li> <li>• The Physical Education department monitors the growth and progress of students' physical fitness through the FITNESSGRAM physical fitness test.</li> <li>• The Math department has instituted a common grading policy for calculating student grades where 80% of a student's grade is determined by performance on assessments (both formative and summative) and 20% of a student's grade is comprised of a combination of homework, classwork and other types of work as determined by the teacher. With assessments being the more heavily-weighted component of a student's grade, it is believed that grades earned are a more accurate indicator of content mastery.</li> <li>• SBAC results for Math and ELA are used to evaluate student growth and progress by the corresponding department.</li> </ul> | <p>Department meeting agendas</p> <p>STAR reading assessment diagnostic results</p> <p>Aeries student data<br/>FITNESSGRAM printed reports</p> <p>Math department teachers<br/>Department meeting agendas</p> <p>Department meeting</p> |



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| <ul style="list-style-type: none"> <li>The LDRT performs CELDT testing annually to assess progress and growth among English learners. Results are documented and distributed to staff and SSC</li> <li>SRI reports are used by the LDRT and ELD teachers to assess EL student growth in reading</li> <li>The school site makes use of the Thesys system's and the Twilight credit reclamation program's online systems to monitor and evaluate student growth and progress</li> <li>Math Department uses TENMARKS online practice and testing to monitor student progress on a weekly basis. This diagnostic tool allows teachers to provide additional math practice for students which includes mini lessons for re-teaching and checkpoints for meeting standards</li> <li>Site counselors administer ACT Aspire Testing of all 8th graders and assessment data is made available to students and teachers</li> <li>The school site administers the PSAT exam to all 10th grade students and all 11th grade students who have a GPA of 3.5 or higher at no cost. Exam reports are made available to students, parents and counselors</li> </ul> | minutes<br><br>CELDT Test results report<br><br>SRI system reports<br><br>Teacher-generated progress reports/<br>Counselor's report<br><br>TENMARKS classroom reports<br><br>ACT Aspire Test reports<br>Counselor's PSAT score reports |
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

| Findings   | Supporting Evidence |
|--|---------------------|
| Our school does not offer the option of online instruction for students except for credit reclamation courses through the Thesys |                     |



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| <p>online system and the District's Twilight program (a blended computer-based/teacher-guided credit reclamation program).</p> <ul style="list-style-type: none"> <li>• The integrity of work done by students on the Thesys system is maintained by requiring that all online testing be completed on site, in the presence of the supervising teacher. Students may work at home on the honor system, but grades are awarded based on a combination of the % of work completed and student performance on the summative tests.</li> <li>• Twilight is a blended system where students spend half of their time engaging in individualized computer-based instruction, and the other half with a teacher. Teachers are present to monitor student activity at all times. All testing is done in the presence of the teacher.</li> <li>• The STAR reading assessment is administered via an online system and is used by the ELA department to determine initial reading levels for Accelerated Reader at the beginning of the school year and to monitor student progress at two subsequent intervals during the school year. All STAR testing is done in the presence of the teacher.</li> </ul> | <p>Thesis guidelines<br/>Supervising teacher statements</p> <p>Twilight teacher statements</p> <p>ELA department teacher statements</p> |
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## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>Teachers at our school site use a variety of formative and summative assessment strategies to measure student progress and guide classroom instruction. Formative assessment strategies being used include: informal observations, Exit/Admit tickets, questioning, discussions, learning response logs, Think-Pair-Share, individual</p> | <p>Teachers' syllabi<br/>HCA Integrated project presentations<br/>Teacher gradebooks</p> |

|   |   |
|---|---|
| <p>whiteboard responses and math Formative Assessment Lessons. Most teachers formatively assess their students multiple times during a class period, although some indicated only assessing students once during a class period.</p> <p>Most teachers at our site summatively assess their students at least monthly. Of those, most assess their students bi-weekly. These assessments are comprised of end-of-unit assessments, end-of-term assessment, district benchmark assessments, performance tasks, writing prompts, DBQs, student work samples/portfolios, integrated projects, and AR tests.</p> <p>All assessments, both summative and formative are aligned to the CCSS and/or the district course scope and sequence (if applicable). The science department is currently aligning their assessments with STEM standards in the absence of state standards and district guidelines. Some, but not all teachers align their assessments with the IB MYP assessment criteria and use those criteria to evaluate student progress.</p> | <p>Student work samples<br/>Staff survey data</p> <p>Staff survey data</p> <p>Staff survey data</p> |
|---|---|

**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

| Findings   | Supporting Evidence                        |
|--|--|
| <p>ELA teachers use the online STAR tests and AR tests as an integral part of their assessment practice. All ELA teachers have 20% of a student's grade be based on their performance on AR test performance.</p> <p>The Math department uses TENMARKS online practice and testing to monitor student progress on a weekly basis. This diagnostic tool allows teachers to provide additional math practice for students which includes mini lessons for re-teaching and checkpoints for meeting standards. Scores comprise 10% of a student's grade.</p> | <p>SPSA<br/>Department meeting minutes</p> |

### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams*

*collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

| Findings   | Supporting Evidence                  |
|--|--------------------------------------|
| <p>All teachers at our site use formative and summative assessment results to guide, modify and adjust their instruction on an individual basis. Many teachers allow students the opportunity to retake formative assessments (after receiving tutoring) to improve their scores and their understanding of the content.</p> <p>The ELA and Math departments (respectively) met during the summer to discuss assessment results and create IB MYP unit plans for their courses that include modifications to instructional and assessment practices. These modifications are intended to address student learning needs as revealed in the data and anticipated because of the implementation of the CCSS.</p> | <p>Teachers' personal statements</p> |

### Student Feedback

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

| Findings  | Supporting Evidence     |
|---|-------------------------|
| <p>Most IDBP students have a strong understanding of the level of performance expected of them and how it relates to college and career readiness because of the college-level curriculum they are exposed to and the critical thinking, research and analysis skills they develop by navigating through the curriculum. The inquiry-based nature of instruction on the DP facilitates the development of a constant feedback dialog between teacher and student.</p> <p>Many students (grades 6 - 10) understand these expectations as they are expressed by the language of the IB Learner Profile. The attributes of the Learner Profile are a constant reminder of the expected level of performance (academic and nonacademic) that our teachers require of them in preparation for college, career and life. It does not appear that student-teacher dialog is a common practice among all staff.</p> | <p>Student comments</p> |

### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

## Indicators with Prompts

### Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings   | Supporting Evidence  |
|--|--|
| Stakeholders are involved in the assessment and monitoring process of student progress in a variety of ways. Our central office administrative staff have access to all SBAC and District Benchmark/Performance Task student assessment data through EADMS and Aeries. District administrative staff have district-wide access, site administrators and counselors have site access, teachers have classroom level access and parents and students can access their own individual scores via Aeries. SAT/ACT/PSAT scores are also made available to stakeholders with varying levels of granularity and summary scores are available on the district web page. In addition, the governing board, central office staff and school site council receive summary statistics on student progress toward meeting the CCSS and the school wide learner outcomes for the preceding school year via presentation of the SPSA. This set of stakeholders reviews the data and, prior to approval, makes recommendations for changes and/or additions to the plan (if deemed necessary) based on their analysis of the data. | EADMS reports<br>Aeries reports<br>PUSD website<br>PSAT/SAT/ACT score reports (Counselor's copies) |
| Teachers at the school site take part, through their departments, in writing the SPSA, and therefore have access to all of the aforementioned data via EADMS and AERIES. These data are used occasionally by departments and programs to assess student progress holistically, resulting in department wide policies and/or interventions. Most the time, these data are used by individual classroom teachers to inform their planning and instruction.   | Department meeting minutes<br>Teacher focus group comments   |
| Site administrators and IB Diploma Programme teachers have access to student assessment scores (awarded by the International   |  |

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| Baccalaureate Organization (IBO)) through the IB Diploma coordinator. These data are generally used by the administrators and the IBDP coordinator to determine professional development needs for the IBDP teachers. Although IBDP teachers have access to the data, there have been few opportunities to collectively disaggregate, analyze and discuss it. | IBIS Subject Results reports<br>IBIS Results Statistics report<br>IB coordinators meeting notes<br>IBDP Team meeting agendas |
|---|--|

### Curriculum-Embedded Assessments

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>The entire school staff examines SBAC/CST assessment data in ELA, Math and Science at the start and end of each school year to gather data to evaluate student progress toward meeting the CCSS and achieving the school wide learner outcomes. This work is done during A-Monday staff meetings and department meetings. The results from this examination of student data and any recommended actions are reported out by department chairs during Instructional Leadership Team (ILT) meetings and discussed among the team members. Feedback from this meeting is reported back to the departments, and each department determines the appropriate modifications to teaching, learning and assessment practices required to increase student academic performance (especially for students within underperforming subgroups such as, ELs, SPED and African American students).</p> <p>In addition, these data are used to determine whether prior SPSA school targets were met, and as the criteria from which new school targets are created for the following year. Departments that have no SBAC/CST data use a site-developed common assessment/task to evaluate student progress.</p> <p>PSAT, SAT, ACT, EAP, IBDP, and AP assessment data are not</p> | <p>A-Monday meeting agendas<br/>Department meeting agendas<br/>ILT meeting agendas</p> |

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| regularly analyzed by the entire staff. Guidance counselors examine PSAT/SAT/ACT scores in order to counsel students regarding college admissions and college readiness. IBDP and AP assessment scores are made available to the ILT and to IBDP and AP teachers. The teachers use the data to individually make changes to their curricular and instructional approaches for the next school year. How this impacts the instruction of second language learners has not been explicitly examined. |  |
|--|--|

### Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Results from SBAC/CST assessments as well as IBDP subject scores and the number of full diplomas awarded have raised awareness among staff of the need to modify our school site instructional practices. The increased emphasis on written communication in all subject areas and the focus on critical thinking and research skills on the CCSS assessments, has negatively impacted the scores of many of our students, particularly those in the EL, SPED and AA subgroups. The IB philosophy of education is rooted in an inquiry-based instruction model. The approaches to learning in the IB are focused on developing thinking, communication, research, social and self-management skills in all students. The evidence shows that a great number of our students need additional resources to further develop these skills to the degree required for them to show adequate academic progress. To address this problem, the first step for the staff was to modify our site professional development plan. The ILT recommended narrowing the focus to inquiry-based instruction and research-based intervention strategies. The first steps toward this are:</p> <ul style="list-style-type: none"> <li>Request funding through the SSC and PTSA for on-site IB professional development workshops for staff, and for follow-up collaborative curriculum planning meetings (both departmental and program-based)</li> <li>Provide A-Monday professional development to staff to</li> </ul> | <p>A-Monday Agenda<br/>ILT meeting minutes<br/>SSC meeting minutes<br/>PTSA meeting minutes<br/>Vision Planning retreat meeting notes</p> |

**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

| Findings | Supporting Evidence |
|----------|---------------------|
|----------|---------------------|



|   |  |
|---|--|
| <p>The new graduation requirements intend to address:</p> <ul style="list-style-type: none"> <li>• 21st Century skills (communication, collaboration, critical thinking and creativity/innovation)</li> <li>• College and Career readiness</li> <li>• Global Citizenship, Cultural Competency and other attributes for graduates to lead a healthy life</li> </ul> <p>These recommendations were initially adopted by the PUSD school board, but are under further review due to feedback concerns raised by PUSD families and other stakeholders. Analysis of these requirements and impact they will have on existing program requirements for IB, HCA and or programs is underway.</p> |  |
|---|--|

**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Affidavits are signed by all teachers who are potential proctors for state exams indicating an understanding of security protocols and test integrity.</p> <p>Teachers selected by the IBDP coordinator to proctor an IB exam receive “The conduct of IB Diploma Programme examinations”, which is a handbook that contains the guidelines and procedures for proctoring IB examinations. The IBDP coordinator meets with each proctor to go over the guidelines and answer questions. Most IB exams are proctored by the IBDP coordinator.</p> <p>All testing materials are kept in a secure location within locked file cabinets and/or closets to which staff access is limited and student access prohibited.</p> | <p>Signed Affidavits</p> <p>“The conduct of IB Diploma Programme examinations”<br/>IBDP coordinator</p> <p>Blair Testing Coordinator<br/>IBDP Coordinator</p> |

**ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

**Summary (including comments about the critical learner needs)**

The staff at Blair High School have access to and collect a wide variety of assessment data that can be disaggregated at various levels (e.g., school site, department, classroom). However, effective analysis and use of the data to affect student academic progress is a growth area for our school site. There have been occasions where the entire staff has engaged in data analysis with the use of a data analysis protocol, and there have been other occasions where departments or programs such as the IB Diploma Programme or the Health Careers Academy have done the same thing. None of these instances, however, have resulted in the ongoing analysis of student assessment data, nor the regular, systematic use of data analysis protocols to analyze and interpret the data. In fact, it seems that many staff members are not aware of how/where to access some of the data that are available to them.

A close examination of our student assessment and other data reveals that many students in our major subgroups are not meeting the academic standards as set forth in the Common Core State Standards and the IB MYP assessment criteria. Staff must begin to make use of data to pinpoint the exact nature of the problems our students are having, and to determine the appropriate actions to alleviate them. One common complaint among the staff is the lack of collaborative planning time for departments, grade-level teams and the IB Diploma Team. The absence of regular time for collaboration among staff in departments, grade-level teams and program-based teams is another area of growth for our school site. The School Site Council has agreed to provide funding to pay for pull-out days for departments and teams to engage in collaborative planning. Staff, however, must also recognize that a professional commitment to support the process of examining student assessment data (whether in or outside the school day) will be required. Due to constraints of our master schedule (lack of common conference periods for various teams), the many different types of data that are available for analysis, and the need to examine student data on a regular basis to create positive changes in student performance, such a commitment is essential.

Another area growth for our staff is the extent to which we obtain and use student feedback to monitor student progress and assess their understanding of the performance expectations for each course. One reason our IBDP students have a stronger sense of understanding what is expected of them is that these expectations are constantly communicated to them by their teacher and through the curriculum. The inquiry-based internal assessments speak to the expectation that students conduct academic research and communicate through academic writing. The oral assessments in English and Spanish convey the expectation that students can communicate their ideas orally for a specific audience. Teaching in the IBDP courses is collaborative and dialog-driven, rather than

procedural and lecture-driven. These elements set up the appropriate conditions for ongoing dialog between teachers and students.

The recent emphasis by our new principal on “being an IB school” and “being IB teachers” has reinvigorated many on our teaching staff to discover what that means for their teaching and assessment practices and their classroom environment. The recent IB-focused professional development days have helped to clear up many of our staff’s misconceptions about the requirements and expectations of the IB Diploma and Middle Years Programmes.

It appears that professional development in the following areas is warranted:

- Navigating our student information and assessment data management systems to mine the wealth of data currently available to staff
- Establishing long-term professional development teams similar to Lesson Study teams or Professional Learning Communities
- Using data analysis protocols to analyze and interpret student assessment data
- Inquiry-based teaching and assessment
- Research-based intervention strategies for improving student academic performance among ELs, SPED students and other underperforming subgroups

#### **Prioritize the strengths and areas for growth for Category D.**

##### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

The school site has collected a wealth of student performance data that has been disaggregated and made available to all stakeholders in both printed and electronic formats.

The teachers at our school site use a wide variety of formative assessment strategies and formats to assist students in achieving proficiency with the CCSS, and to monitor their progress toward the schoolwide learner outcomes.

The frequency of formative assessments has provided good academic support for SPED students.

The IB MYP curriculum and assessment criteria is available for teachers to use to develop and score common assessments.

Many teachers have begun using the IB unit planners which provide a framework for planning instruction that considers not only the subject content, but also explicitly identifies expected student learning outcomes, assessment practices and tools, and planned interventions.

##### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

The school site needs to develop a systematic, consistent approach for analyzing student performance data. This approach should include the use of data analysis protocols and IB Assessment criteria/rubrics among grade-level teams, program-based teams, academic departments, as well as the whole staff.

The staff needs to develop common assessments within departments and a common grading policy either school wide or within departments.

The staff needs to make a professional commitment to the ongoing analysis of student assessment data, and to using the findings to inform their instructional, assessment and intervention practices.

The staff needs to create more opportunities for teacher-student dialogue to increase the amount of student feedback available to teachers to support proper monitoring of student progress, and to increase students' understanding of the expected levels of performance.



## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 4

## **CHAPTER** *CATEGORY E*

### **CATEGORY E — SCHOOL CULTURE AND SUPPORT FOR STUDENT AND ACADEMIC GROWTH**

## School Culture and Support for Student Personal and Academic Growth

Carole Caputo  
Counselor  
WASC Focus Group Leader

Amber Osborne  
School Psychologist

Michael F. Birnbryer  
Instrumental Music Teacher

Annie Jananian  
Registrar

Mirna Rivera  
Science/Robotics Teacher  
Science Department Chair

Chuck Chandler  
Adapted Physical Education Teacher

Patricia Gorse  
Math Department Chair

Frances Sanchez  
Bilingual Community Assistant

Pepper Campbell  
Student

Irina Shlykava  
Special Education Teacher

Rachel Mayer  
PUSD Mental Health

Judith Gonzalez  
English Teacher

Reggie Triplett  
Security Officer

Karie Addison  
Parent

Rhyna Vasquez  
English Learner Coach

Kathryn Russell  
Physical Education Teacher

Sean McNeley  
CTE Health Academy Teacher

Kelly Currie  
Cafeteria Manager

Terry Munn  
Special Education Teacher

Liliana Chavez  
Health Clerk

Victor Luna  
Sp. Ed. Instructional Aide

Lily Small  
Student

Yustini Mente  
School Nurse

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

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Indicators with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

| Findings   | Supporting Evidence   |
|--|---|
| Actively Blair School Strongly encourages involvement of staff, parents, community stakeholders, businesses to support and encourage best practices. | <ul style="list-style-type: none"> <li>• Evening of Excellence</li> <li>• Academy Partners</li> <li>• IB Meeting with parents</li> <li>• ELAC Meeting with parents</li> <li>• First Thursday with parents (PTSA)</li> <li>• Dual immersion with parents</li> <li>• School site council</li> <li>• Dr. and nurses for HCA- teach twice a month</li> <li>• Science fair- JPL and Cal Tech</li> <li>• Companies in community give discounts to SPED- discount to zoo, Petco,</li> <li>• Vocational skills program for SPED</li> <li>• Blair website- parent portal</li> <li>• E-blast communication to parents</li> <li>• New app for phone linked to Blair website</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Volunteer from Lake Ave</li> <li>• Neighbor, parent, and community volunteer- ex: art center, JROTC</li> <li>• School tours twice a month</li> <li>• Middle school advisory</li> <li>• Parent conferences</li> </ul> |
|--|---|

### Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

| Findings  | Supporting Evidence  |
|---|--|
| Blair School actively invites and provides opportunities for local community members and businesses to share their expertise with students and staff. | <ul style="list-style-type: none"> <li>• Academy Partners- advisory board</li> <li>• Job shadows/internships</li> <li>• Community based instruction for Sped- LA Zoo, pumpkin patch at Cal Poly Pomona, walking trips with students.</li> <li>• Guest speakers</li> <li>• Science Fair</li> <li>• Field trips to local employers- Apple store, California Science Center, non English Students to Natural History Museum, Pasadena Play House, SRLA partners with Nike etc,</li> <li>• IB projects</li> <li>• Coffee w/ principal</li> </ul> |

## Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

## Indicators with Prompts

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

| Findings   | Supporting Evidence  |
|--|--|
| Blair School promotes responsible, respectful and safe behavior for everyone on campus | <ul style="list-style-type: none"> <li>School Safety Committee</li> <li>RtI (Response to Intervention)</li> <li>Impact</li> <li>Project Alert (Drug Prevention)</li> <li>Safe School Ambassadors (Conflict resolution)</li> <li>GSA</li> <li>Disaster drill (4 times a year), disaster kits in every classroom</li> <li>Viking Days (for information)</li> </ul> |

### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive*

*behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

| Findings  | Supporting Evidence  |
|---|--|
| Blair School has extensive programs and activities that celebrate individual differences and achievements | <ul style="list-style-type: none"> <li>• Assemblies celebrating diversity (Black History Month, Latino Heritage, MLK Writing and Art Contest, Cesar Chavez and Dolores Huerta Writing and Art Contest)</li> <li>• Evening of Excellence</li> <li>• RtI (Positive feedback, greeting at the door, reflection sheet on behavior, social contract)</li> <li>• Choir and Band</li> <li>• Community events / JrOTC (various parades, community events)</li> <li>• International Festival</li> </ul> |

### **Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

| Findings  | Supporting Evidence  |
|---|--|
| Blair School exhibits trust respectful and professionalism through many avenues and opportunities for all stakeholders to collaborate | <ul style="list-style-type: none"> <li>• Ongoing monthly meetings involving all stakeholders</li> <li>• SSC</li> <li>• PTSA</li> <li>• WASC</li> <li>• ELAC</li> <li>• "A" Monday Meeting</li> <li>• Department meetings</li> <li>• Inst. Leadership meeting.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• DLIP</li> <li>• Advisory</li> <li>• HCA meetings</li> <li>• ASB meetings</li> <li>• Music Booster meetings</li> <li>• E Blast</li> <li>• Phone Blast</li> <li>• Homework reminder</li> <li>• Parent portal</li> <li>• Website</li> <li>• District web messages</li> </ul> |
|--|--|

### E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Indicators with Prompts

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

| Findings   | Supporting Evidence  |
|--|--|
| Referrals to school-based mental health services<br>Quarterly meetings with Admin, nurse and counselors<br><br>7th and 8th Grade - Career lessons given by counselors<br><br>9th Grade - Individual 10-year plan, career exploration<br><br>10th Grade - Career and college exploration, career inventory<br>Families in Transition many services and programs are in place to meet students physical, mental, academic and career needs | <ul style="list-style-type: none"> <li>• Referral form</li> <li>• Caseload list and discussion (Confidential)</li> <li>• Career Pillars and California Career Zone</li> <li>• Signed document by student, parent, and counselor</li> <li>• Naviance calendar and PowerPoint</li> <li>• Naviance calendar and PowerPoint</li> <li>• Naviance calendar and PowerPoint</li> </ul> |

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| <p>11th Grade - Naviance (college explorations)</p> <p>12th Grade - College application, SAT Prep, ACT Prep, Puente college visits, multiple college visits throughout the year (students speak with reps, PCC, Cal State, UC)</p> <p>Individual Spring course review and selection</p> <p>Thesis-counselors meet with students</p> | <ul style="list-style-type: none"> <li>• Updated 10-year plan and course sheets</li> <li>• Rosters (counselors)</li> </ul> |
|---|--|

**Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

| Findings  | Supporting Evidence   |
|---|---|
| Online support is available for students to prepare them for college. | <ul style="list-style-type: none"> <li>• Thesis- counselors meet with students</li> <li>• Twilight school is administered online</li> <li>• Career Pillars</li> <li>• California Career Zone</li> </ul> |

### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

| Findings   | Supporting Evidence   |
|--|---|
| Blair implements personalized approaches to learning and alternative instructional options | <ul style="list-style-type: none"> <li>• Reclamation programs</li> <li>• Academies</li> <li>• Alternative education</li> <li>• IB and AP courses</li> </ul> |

**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

| Findings | Supporting Evidence |
|----------|---------------------|
|----------|---------------------|

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|--|--|
| Continuous orientation and induction efforts are provided throughout the year. | <ul style="list-style-type: none"> <li>• 6th Grade Orientation</li> <li>• Incoming student handbook</li> <li>• Counselor conference</li> <li>• Bi-monthly school tours</li> <li>• Preview Day</li> </ul> |
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### Support Services and Learning – Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

| Findings   | Supporting Evidence  |
|--|--|
| Established protocols are in place to address student intervention needs | <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Annual and tri-annual IEP meetings</li> <li>• Student Success Team (SST) meetings</li> <li>• Parent Portal</li> <li>• 504 Plans</li> <li>• Student request Counselor meetings</li> <li>• IA meetings</li> <li>• Schedule changes</li> </ul> |

**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| Findings  | Supporting Evidence  |
|---|--|
| Students have inconsistent of access to computers and internet until we reach one-to-one ratio. | <ul style="list-style-type: none"> <li>• All students have some access to computers and internet</li> <li>• In need of a career lab</li> </ul> |

### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

| Findings  | Supporting Evidence   |
|---|---|
| All classes except for some ROP/ CTE classes, meet the UC A-G requirements. All students have access in every class to rigorous and relevant content. Students are placed according to graduation requirements, A-G fulfillment, test score data and special needs. | <ul style="list-style-type: none"> <li>• Learns tutoring and homework support</li> <li>• Individual teacher tutoring opportunities</li> <li>• Rise program</li> <li>• Upward Bound</li> <li>• PCC tutoring</li> <li>• Cal State tutoring</li> <li>• Sport coaches mentoring and tutoring</li> <li>• JROTC seventh period class</li> <li>• Zero period for IB Biology</li> </ul> |

### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

| Findings   | Supporting Evidence  |
|--|--|
| Curricular and co-curricular activities incorporate critical thinking and problem solving. Student leaders are involved in developing, planning, executing and evaluating activities. All activities enhance life experience, develop right brain activity, connected with IB where students can apply learner profiles and create well rounded student. Creates team building, communication skills. Demonstrate performance growth, increase engagement and participation. | <ul style="list-style-type: none"> <li>• Band- perform what they learn in class</li> <li>• Drumline</li> <li>• Arts-showcase, postcards, Rose Bud contest, No Boundaries, Martin Luther King, Cesar Chavez, Bridge Boundaries, Congressional Art Contest</li> <li>• International Fall Festival- carry passport, some teachers offer extra credit</li> <li>• College and career fair- carry</li> </ul> |



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|  | <p>passport.</p> <ul style="list-style-type: none"> <li>• Stargazing Night</li> <li>• JROTC parades</li> <li>• Athletics</li> <li>• SRLA</li> <li>• Movie night, school dances-community building</li> <li>• Field trip: ice skating, class fieldtrips</li> <li>• Ovations</li> <li>• Tenth grade personal project</li> <li>• Internships within the health academy</li> <li>• ASB- organize activities around campus, everyone volunteers</li> <li>• Reflection process and self-assessment which applies to IB.</li> </ul> |
|--|--|

**E3.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Blair offers numerous opportunities of school and community involvement through clubs and community activities throughout the school year. These range from the arts, academic, athletic, or social events. Middle school students are supported by the Middle School Advisory to plan events and the ASB is the body of students who plans many of the high school events.</p> <p>There are also many clubs, with staff advisors, for students to choose from.</p> | <ul style="list-style-type: none"> <li>• Band-</li> <li>• Drumline</li> <li>• Arts-showcase, postcards, Rose Bud contest, No Boundaries, Martin Luther King, Cesar Chavez, Bridge Boundaries, Congressional Art Contest</li> <li>• International Fall Festival</li> <li>• College and career fair</li> <li>• Stargazing Night</li> <li>• JROTC parades</li> <li>• Athletics</li> <li>• SRLA</li> <li>• Movie night, school dances-community building</li> <li>• Field trip: ice skating, class fieldtrips- follow up questionnaire, scavenger hut</li> <li>• Ovations</li> <li>• Tenth grade personal project</li> <li>• Internships within the health academy</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• NHS (National Honor Society)</li><li>• GSA</li><li>• Volunteer work-<br/>companies/people sign logs for<br/>students</li><li>• CAP (College Access Plan)</li><li>• Trio, Upward Bound, Puente</li><li>• Future Problem Solvers</li><li>• Learns</li><li>• Math Field Day</li><li>• ROP</li></ul> |
|--|--|

**ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

**Summary (including comments about the critical learner needs)**

Blair is a dedicated group of stakeholders who accomplish a lot with limited resources and unlimited desire to help the Viking community. As an IB World School, Blair is known as a welcoming, respectful, and supportive atmosphere, which is committed in promoting a strong sense of community for parents, students, staff, and including our students from all cultures and walks of life: Special Needs students, LGBT students, International Academy students, foster and group home students. This acceptance is in part because of the IB ideals. Student support services, student safety, stakeholder involvement and use of technology have all improved. Blair still needs to develop and implement more effective intervention strategies in core subjects for low achieving students. Intervention classes in Mathematics and English should be built into the master schedule. There needs to be more social interactions in the classroom for underachieving students and more recognition of the best performing students.

As an IB World school, Blair continues to develop and strengthen the school-wide understanding and implementation of the Blackboard Configuration, the Areas of Interaction, IB Learner Profile, 10th grade Personal Project, and Diploma Program.

In addition to the IB MYP and Diploma programs, Blair supports student academic growth through access to career pathways in the areas of health science and culinary arts allowing students to prepare for the rigors of college and career by participating in a strong academic foundation alongside technical core instruction. Blair has extensive connections and interactions with various community establishments and resources to support real life applications and real world learning.

Blair utilizes a Behavioral Response to Intervention program which integrates assessments and interventions with 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 to track their progress, provide evidence and still can adjust their intensity dependent upon student responsiveness.

With the completion of our high school campus, an increase of awareness of the IB program could lead to an increase of student enrollment. This should also keep more of our middle-schoolers to boost our sports programs and school spirit. As a school community, Blair continues to need district support in the areas of school facilities to make technology available to all, and other basic learning tools.

**Prioritize the strengths and areas for growth for Category E.**

**Category E: School Culture and Support for Student Personal and Academic Growth:  
Areas of Strength**

Areas of Strengths:

- Real world applications and experiences that motivate students to learn.
- Stakeholder involvement, including parents, community members and businesses, have increased.
- Increased use of technology in general education classrooms.
- Students have access to a wide variety of extracurricular activities and strong participation in community academic based competitions.
- Student support services are strong.
- New leadership is actively engaged with redirecting truant students and being visible on campus.
- School safety has improved.
- Students have access to academic tutorial support from teachers and many other sources.
- Blair has a safe culture for all students, including LGBT students, International Academy, and Disability.
- Blair actively recruits and conducts outreach events to increase enrollment and spotlight our signature programs.
- Blair has a career focused and college bound culture that is guided, supported, encouraged and taught by school counselors, college reps, College Access Program, Upward Bound, Trio etc. and teachers.

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

Areas for Growth

- Technology needs to be increased to be one to one with student Chromebooks.
- Blair needs to be more inclusive of middle school students in whole school events.
- Blair high school needs to provide more student mentorship to middle school students.
- Teachers need access to Aeries comment section to document parent/student interactions.
- School spirit needs to improve.
- Need to bring back the Weekly Bulletin to improve communication.
- Intervention classes for Math and English for struggling students' needs to be built into the master schedule.
- Classroom and campus cleanliness needs to improve by building campus pride and awareness.
- Security presence needs to improve. We have 3 securities for 1100 students on two campuses.
- Stronger communications from teachers to counselors regarding students.

- The varsity sports program needs to be built up to keep the students we have and attract new enrollment.
- New teachers need to have a formalized support system.

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- There is a need for a complete/updated curriculum aligned with IB in all departments.
- There is a need to provide additional support to our English Learners and students with special needs.
- There is a need to utilize instructional strategies to support our at-risk students.
- There is a need to use benchmark/common assessment data to drive instruction.
- Access to a clean, comfortable learning environment with operable technology to support student learning and school culture.

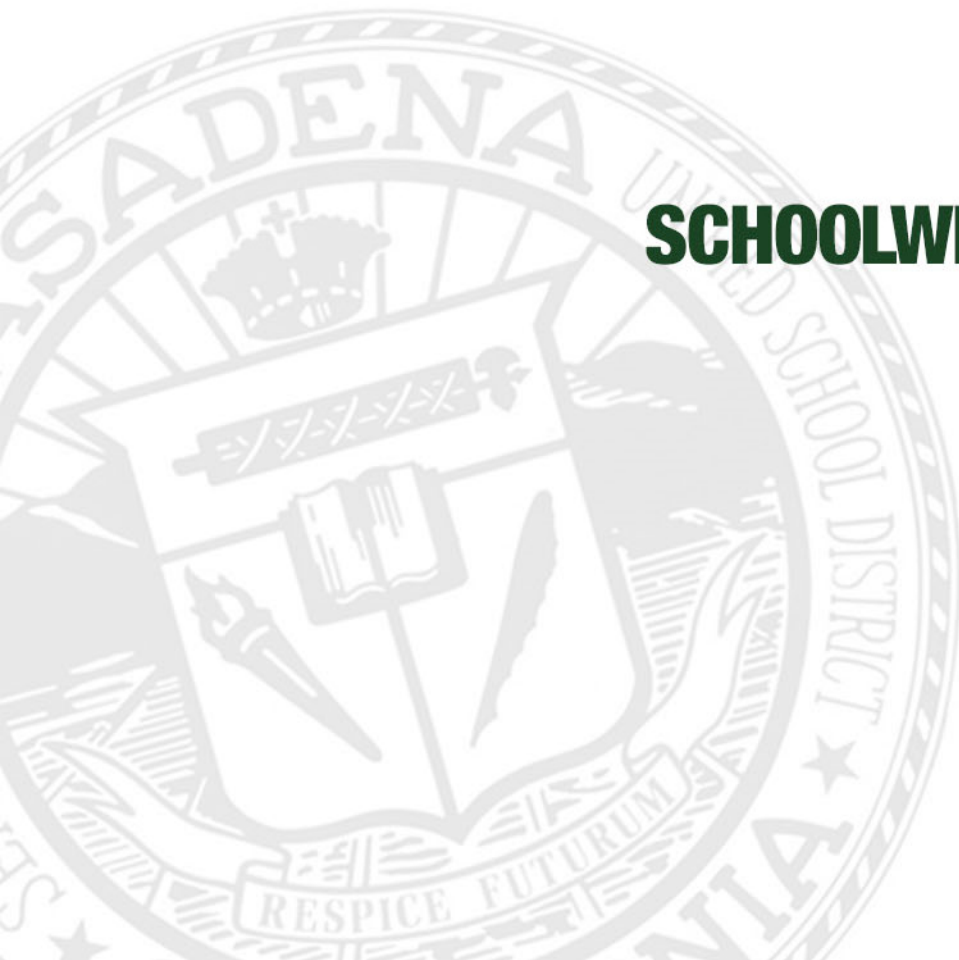


## BLAIR HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT



# 5 CHAPTER

## SCHOOLWIDE ACTION PLAN





### ***Revised Schoolwide Action Plan***

#### **LEA/LCAP Goal 1:**

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

#### **School Goal/SPSA Alignment:**

Goal 1.1 Math Proficiency

Goal 1.2 ELA Proficiency

Goal 1.10 High School Graduation Rate/Career and College Ready

Goal 1.12 Common Core Implementation

Closing the Achievement Gap

Goal 1.14 English Proficiency Progress Rate

Goal 1.15 Reclassification Rate

Goal 1.16 Long Term EL Rate

#### **Critical Learner Needs:**

1. Students need increased support, in and out of the classroom, to access standards, the IB program, and for post-secondary success.
2. Students need access to a vertically and horizontally aligned curriculum with common benchmarks, in all departments, to achieve standards and access the IB program.

#### **Schoolwide Learner Outcomes:**

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

#### **Data/Rationale:**

While our students showed some growth in the percentage of students Meeting or Exceeding Standard on the SBAC, subgroups are not making adequate progress. Zero percent of English Learners Met Standard. This includes Long Term English Learners and students in the International Academy. Additionally, English Learners are not making adequate progress in their acquisition of English proficiency, Reclassification rate, or graduation rate.

Students who are college-bound and taking our most rigorous coursework are consistently scoring below state, national, or international averages on college readiness assessments. This is particularly true of high-risk sub-groups and across all types of assessments: IB, SAT, ACT, AP, etc. Student enrollment in the IB Diploma Programme has remained steady, but needs to increase. Greater access is needed for all our students.

| Objective  | Strategies/Actions   | Persons Responsible  | Timeline                                 | Assessment and Evidence   | Process to Report Progress  |
|--|--|--|--|---|---|
| All departments will develop/implement a Scope and Sequence that aligns the CCSS to the IB program. This will include a well-articulated vertical alignment, interdisciplinary units of study, and benchmark/common assessments. | Each department will be given collaborative time to work on alignments during A Mondays, release days, or summer time.<br><br>Departments will develop common/benchmark assessments. Within the scope and sequence, a regular schedule for benchmark administration will be developed. | David Ibarra, Principal<br><br>Maricela Brambila, Assistant Principal of Curriculum and Instruction<br><br>Department Chairs | Completed by August 2017.                | Published written Curriculum for IB aligned to CCSS.<br><br>Copies of benchmarks and administration calendar. | Quarterly Check-ins with Assistant Principal of Curriculum and Instruction and Principal  |
| All teachers & staff will engage in regular examination of student performance data or work samples using common IB rubrics and/or a data protocol to inform instruction and for program planning.                               | Develop A Monday PD calendar for common planning/data analysis to align with scope and sequence.<br><br>Develop a calendar for common planning time and identify resources needed.<br><br>Use Summative Data to adjust program implementation. This includes course offerings.         | David Ibarra, Principal<br><br>Maricela Brambila, Assistant Principal<br><br>Instructional Leadership Team                   | Completed by September 2017 and ongoing. | Published Professional Development calendar.  | Instructional Leadership Team to revisit bi-monthly.<br><br>Principal, Assistant Principal, and IBDP Coordinator to meet monthly. |
| Students at-risk of not meeting standards will have access to intervention, extension or credit reclamation coursework within the school day (especially English   | Determine data to be used to identify students.<br><br>Identify students in need of interventions and/or additional  | David Ibarra, Principal<br><br>Maricela Brambila,  | Completed by August 2017 and ongoing.    | Master Schedule, Rosters, and Pre and Post Data   | Monthly meetings with counselors.<br><br>Yearly   |

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| <p>Learners, students receiving Special Education services, and Economically Disadvantaged students.)</p> | <p>coursework. Determine the content needed by students.</p> <p>Identify teacher and materials for the course.</p> <p>Identify and allocate resources to fund course and have approved through SSC.</p> <p>Build coursework into the master schedule.</p> | <p>Assistant Principal</p> <p>Academic Counselors</p> <p>Patricia Gorse, Math Department Chair</p> <p>Christine McLaughlin, English Department Chair</p> <p>School Site Council</p> |  |  | <p>graduation checks.</p> <p>D and F report card data.</p> <p>Common Benchmark data.</p> |
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| <p><b><u>LEA/LCAP Goal 2:</u></b><br/> A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.</p>  |
| <p><b><u>School Goal/SPSA Alignment:</u></b><br/> 2.2 Substitute Teaching Rate<br/> 2.3 Professional Development Quality<br/> 2.4 Positive Working Environment</p>  |
| <p><b><u>Critical Learner Needs:</u></b><br/> 1. Students need increased support, in and out of the classroom, to access standards, the IB program, and for post-secondary success.<br/> 2. Students need access to a vertically and horizontally aligned written curriculum with common benchmarks, in all departments, to achieve standards and access the IB program.</p>  |
| <p><b><u>Schoolwide Learner Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Be an effective communicator through reading, writing, listening, and speaking for various audiences, contexts, and purposes.</li> <li>• Integrate technology proficiently in all content areas for researching and problem-solving.</li> <li>• Refine literacy, comprehension, and synthesis skills to meet or exceed district and state level standards in all content areas.</li> </ul>   |
| <p><b><u>Data/Rationale:</u></b><br/> Students in at-risk groups are consistently underperforming in State Assessments, including the SBAC and CELDT. Additionally, D and F grade report analysis indicated that at least 50% of Blair students are receiving a D or F in at least one class. Our highest achieving students, in the IBDP, consistently score below the world average by approximately one level on a seven-point scale. To support our at-risk students, we need a greater use of research-based SDAIE and differentiation instructional strategies in all classrooms. To better prepare our students for the rigors of the IBDP, we need to develop a stronger implementation of the IBMYP. A stronger implementation of the IBMYP will support all students.</p> |

| Objective   | Strategies/Actions   | Persons Responsible  | Timeline   | Assessment and Evidence   | Process to Report Progress  |
|---|--|--|--|---|---|
| All teachers will receive robust training in the International Baccalaureate Program to implement/develop the key instructional features of the IB Program: Inquiry Based Instruction, Project Based Learning, and Approaches to Teaching and Learning. | <p>Hire a full time IBMYP Coordinator</p> <p>Summer training for all staff by the IBO, with yearly follow-up</p> <p>Develop a Professional Development Calendar to include training/collaboration during A Mondays, release days and summer.</p> <p>The Master Schedule will be developed to minimize the number of preps that teachers have when possible to help teachers effectively plan for their courses.</p>                | <p>David Ibarra, Principal</p> <p>Karen Law, IBDP Coordinator</p> <p>Maricela Brambila, Assistant Principal</p> <p>Instructional Leadership Team</p> | <p>Hire by August 2017</p> <p>Calendar by August 2017 and ongoing</p> <p>IB Training – March 2017 &amp; July 2017 and ongoing</p>      | <p>Personnel Requisition</p> <p>PD Calendar</p> <p>Classroom Observations to evidence stronger implementation</p>   | <p>Status of IBMYP Coordinator</p> <p>Bi-monthly ILT Meeting</p>  |
| All teachers will provide high quality differentiated instruction in their classroom and incorporate SDAIE strategies and technology to support student learning, with specific attention to our at-risk subgroups.                                     | <p>Identify Common Instructional/Differentiation Strategies and expectations.</p> <p>Identify available training in these areas (SDAIE, technology, literacy, differentiation, etc.)</p> <p>Include regular training in Professional Development calendar to include time on A Mondays, release days, and summer.</p> <p>Identify courses where at-risk students have the highest fail rates and provide intensive coaching to</p> | <p>David Ibarra, Principal</p> <p>Maricela Brambila, Assistant Principal</p> <p>Rhyna Vasquez, English Learner Coach</p>                             | <p>Calendar by August 2017</p> <p>Training availability June 2017.</p> <p>Coaching – ongoing</p> <p>Master Schedule by August 2017</p> | <p>PD Calendar</p> <p>Classroom Observations to evidence stronger implementation</p> <p>Student D and F failure rate data protocol documentation</p> <p>Master Schedule</p> <p>EL Coach</p> | <p>Weekly Admin Meetings</p> <p>Bi-monthly ILT Meetings</p> <p>Monthly Counselor Meetings</p> <p>Bi-monthly meeting with EL Coach</p> |

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|  | <p>teacher on differentiation.</p> <p>The Master Schedule will be developed to minimize the number of preps that teachers have, when possible, to help teachers plan effectively for their courses.</p> |  |  | Calendar |  |
|--|---|--|--|----------|--|

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| <p><b><u>LEA/LCAP Goal 3:</u></b><br/> Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21<sup>st</sup> century learning.</p>   |
| <p><b><u>School Goal/SPSA Alignment:</u></b><br/> School Safety, Climate and Culture<br/> 3.7 School Connectedness<br/> 3.8 Quality of Facilities</p>   |
| <p><b><u>Critical Learner Needs:</u></b><br/> 3. Students need access to a comfortable, well-maintained learning environment.<br/> 4. Internal and external communication needs to be strengthened to keep all stakeholders informed about student achievement and events.</p>  |
| <p><b><u>Schoolwide Learner Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Live an academically, socially, and physically balanced life through reflection and purposeful goal-setting.</li> <li>• Integrate technology proficiently in all content areas for researching and problem-solving.</li> </ul>   |
| <p><b><u>Data/Rationale:</u></b><br/> Blair has seen a decline in enrollment for students in high school grades. Exit surveys point to the desire for a comprehensive high school experience with updated facilities geared at secondary students. Lack of adequate facilities and specific programs decrease staff morale and school spirit. Observations and staff report that some technology equipment such as LCD projectors, computers, printers, etc., are out of date, often do not work well, and are difficult to have repaired in a timely manner, or at all. Observations, parent and staff reports indicate that maintenance and cleanliness of campus and classrooms is lacking.</p> <p>Staff and parents report the need to increase internal and external communication with stakeholders. This includes keeping staff and students abreast of events that could serve to build community and morale.</p> |



| Objective  | Strategies/Actions  | Persons Responsible   | Timeline                                       | Assessment and Evidence  | Process to Report Progress                                  |
|--|---|---|--|--|---|
| Increase engagement in school and in community building events by improving communication to all stakeholders. | Identify events that could serve for community building and support students in developing a strong publicity campaign.<br><br>Regular updates to all stakeholders on the progress of high school renovations.  | David Ibarra, Principal<br><br>Steve Gustin, Assistant Principal                                      | June 2017 and ongoing                          | Weblinks<br><br>Event Attendance Records<br><br>Archived EBlasts | School climate survey<br><br>Monitor high school enrollment |
| Strengthen events & programs that are of interest to students.   | Re-build sports program and upgrade facilities  | Steve Gustin, Assistant Principal<br><br>David Ibarra, Principal                                      | Ongoing  | Sports Rosters   | Monthly meetings with Athletic Director                     |
| Have a clear and responsive policy of internal/external communication.   | Reinstate Weekly Bulletin to staff<br><br>Strengthen use of calendar system<br><br>Develop policy on communication and response to emails and phone messages.   | David Ibarra, Principal<br><br>All staff<br><br>Admin Team  | February 2017<br><br><br>June 2017 and ongoing | Bulletins<br><br><br>Decrease in parent complaints               | Weekly Bulletin<br><br><br>Parent Climate Survey            |
| Staff will properly maintain campus cleanliness and equipment in an efficient and high-quality manner.         | Hire a Head Custodian<br><br>Inventory teaching equipment and determine if it is operable. Complete work orders (or purchase supplies) to make any inoperable equipment usable.<br><br>Create an internal request for custodial assistance on Google Form | David Ibarra, Principal<br><br>Steve Gusting, Assistant Principal<br><br>Maricela Brambila, Assistant | March 2017 and ongoing                         | Work orders and decrease in requests for custodial assistance    | Facilities walkthrough                                      |

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|  | <p>to ensure that facilities are maintained properly.</p> <p>Provide comfortable gathering spaces for students.</p> | <p>Principal</p> <p>Custodians</p> <p>Office Manager</p> |  |  |  |
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| <p><b><u>LEA/LCAP Goal 4:</u></b><br/>         Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.</p>  |
| <p><b><u>School Goal/SPSA Alignment:</u></b><br/>         Parent and Community Engagement:<br/>         4.1 Parent Involvement<br/>         4.3 Parent Training/Workshop</p>  |
| <p><b><u>Critical Learner Needs:</u></b><br/>         4. Internal and external communication needs to be strengthened to keep all stakeholders informed about student achievement and events.</p>   |
| <p><b><u>Schoolwide Learner Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Be an effective communicator through reading, writing, listening and speaking for various audiences, contexts, and purposes.</li> <li>• Refine literacy, comprehension and synthesis skills to meet or exceed district and state level standards.</li> </ul> |
| <p><b><u>Data/Rationale:</u></b><br/>         Parents and staff report that getting information about their student progress is inconsistent. All staff members need to make communication with stakeholders key to ensure student academic success and engagement with the Blair community.</p>  |

| Objective  | Strategies/Actions   | Persons Responsible  | Timeline                | Assessment and Evidence   | Process to Report Progress   |
|--|--|--|-------------------------|---|--|
| Expand the number of parents accessing forms of communication from the school by providing training to parents about ways to access their child's information. | Host workshops for parents in English and Spanish on the use of various applications.  | Frances Sanchez,<br>Community Assistant<br><br>Department Chairs   | August 2017 and ongoing | Data reports on parent attendance at meetings and volunteering<br><br>Data collected from Parent Portal, AR Home Connect, the Blair website, School Messenger, and Constant Contact | Bi-monthly reports/meetings with Community Assistant                                 |
| Teachers will make consistent use of technology/applications that help them communicate with parents, counselors and case managers more efficiently.           | Provide training to teachers on the use of Aeries Gradebook<br><br>Google Forms for Teacher Feedback<br><br>Teacher attendance at Parent/Teacher Conferences | Technology Coaches<br><br>Maricela Brambila,<br>Assistant Principal<br><br>Academic Counselors<br><br>Teachers | June 2017 and ongoing   | Reports on teacher use of Aeries gradebook<br><br>Google forms collected by counselors<br><br>Sign-in sheets from parent/teacher conferences.                                       | Quarterly Reports<br><br>Counseling Monthly Meeting<br><br>Special Education Meeting |
| Have consistent system of external communication to parents and community.   | Phone Blast<br><br>Eblast<br><br>Updated Website   | Community Assistant<br><br>David Ibarra,<br>Principal  | June 2017 and ongoing   | Usage reports from Constant Contact and website   | Quarterly Reports  |

## APPENDIX

These items can be found on the [WASC pages](http://www.pusd.us/Page/5533) of the Blair website. (Please visit <http://www.pusd.us/Page/5533> to access the following information.)

- A. Timeline of self-study process
- B. Results of student questionnaire/interviews
- C. Results of parent/community questionnaire/interviews
- D. Master schedule
- E. Approved AP course list
- F. UC a–g approved course list
- G. Additional details of school programs, e.g., online instruction, college and career, academies, IB, AVID
- H. School Quality Snapshot (see [cde.ca.gov](http://cde.ca.gov))
- I. School accountability report card (SARC)
- J. CBEDS school information form
- K. Graduation requirements
- L. Any pertinent additional data (or have it on exhibit during the visit)
- M. Budgetary information, including budget pages from the school’s action plan, i.e., the Single Plan for Student Achievement
- N. Glossary of terms unique to the school