

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Blair High School	19-64881-1931062	March 30, 2022	June 23, 2022

Purpose and Description

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

Additional Targeted Support and Improvement
English Learners

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

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

School Vision and Mission

School Mission:

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

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

School Vision:

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

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

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

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

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

School Profile

School Profile Description

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

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

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

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

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

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

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

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.41%	0.3%	0.1%	4	3	1
African American	10.13%	7.98%	7.8%	99	81	86
Asian	5.32%	4.14%	3.7%	52	42	41
Filipino	2.56%	2.56%	3.0%	25	26	33
Hispanic/Latino	66.33%	68.37%	63.3%	648	694	697
Pacific Islander	0.1%	0%	0.2%	1	0	2
White	13.1%	14.98%	19.2%	128	152	211
Multiple/No Response	0.1%	0.1%	0.5%	1	1	6
Total Enrollment				977	1,015	1,102

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	138	167	173
Grade 7	154	159	178
Grade 8	158	169	174
Grade 9	132	138	154
Grade 10	121	129	161
Grade 11	118	140	128
Grade 12	156	113	134
Total Enrollment	977	1,015	1,102

Conclusions based on this data:

1. The number of African American students has decreased several years in a row, will need to analyze how developed feeder patterns has impacted this.
2. Blair needs to continue to develop and hone it's marketing plan. The consistent presentations at our feeder schools has helped us develop strong relationships with those schools and communities.
3. We need to develop an internal marketing plan to keep our 8th graders.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	246	279	224	25.2%	27.5%	20.3%
Fluent English Proficient (FEP)	304	282	334	31.1%	27.8%	30.3%
Reclassified Fluent English Proficient (RFEP)	1	9	63	0.4%	3.7%	22.6%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	163	148	171	152	144	0	151	143	0	93.3	97.3	0.0
Grade 7	168	159	181	160	149	0	159	149	0	95.2	93.7	0.0
Grade 8	147	165	173	135	157	0	134	157	0	91.8	95.2	0.0
Grade 11	161	123	130	141	90	109	141	90	106	87.6	73.2	83.8
All Grades	639	595	655	588	540	109	585	539	106	92	90.8	16.6

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2503.	2501.		14.57	19.58		32.45	23.78		18.54	18.18		34.44	38.46	
Grade 7	2492.	2502.		15.09	13.42		24.53	28.19		12.58	12.08		47.80	46.31	
Grade 8	2552.	2533.		15.67	19.11		36.57	20.38		14.93	22.29		32.84	38.22	
Grade 11	2563.	2536.	2571.	22.70	15.56	21.70	24.11	21.11	33.96	21.28	24.44	16.04	31.91	38.89	28.30
All Grades	N/A	N/A	N/A	16.92	17.07	21.70	29.23	23.56	33.96	16.75	18.74	16.04	37.09	40.63	28.30

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.54	23.94		46.36	33.80		35.10	42.25	
Grade 7	20.75	19.46		28.30	37.58		50.94	42.95	
Grade 8	26.12	26.28		37.31	31.41		36.57	42.31	
Grade 11	22.70	15.56	20.75	43.26	38.89	56.60	34.04	45.56	22.64
All Grades	21.88	21.97	20.75	38.63	35.01	56.60	39.49	43.02	22.64

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	21.19	20.42		39.74	41.55		39.07	38.03	
Grade 7	23.27	25.50		30.19	32.21		46.54	42.28	
Grade 8	31.06	23.72		34.85	37.18		34.09	39.10	
Grade 11	26.95	19.10	24.53	39.01	42.70	38.68	34.04	38.20	36.79
All Grades	25.39	22.57	24.53	35.85	37.87	38.68	38.77	39.55	36.79

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	16.56	16.20		60.26	52.11		23.18	31.69	
Grade 7	11.32	9.40		45.91	51.01		42.77	39.60	
Grade 8	15.67	15.38		63.43	52.56		20.90	32.05	
Grade 11	21.28	12.22	10.38	52.48	61.11	70.75	26.24	26.67	18.87
All Grades	16.07	13.41	10.38	55.21	53.45	70.75	28.72	33.15	18.87

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	23.84	28.17		50.33	35.92		25.83	35.92	
Grade 7	22.01	21.48		35.85	38.93		42.14	39.60	
Grade 8	28.36	25.64		43.28	37.82		28.36	36.54	
Grade 11	29.79	25.56	17.92	36.88	42.22	67.92	33.33	32.22	14.15
All Grades	25.81	25.14	17.92	41.54	38.36	67.92	32.65	36.50	14.15

2019-20 Data:

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Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	163	148	171	158	148	0	158	148	0	96.9	100	0.0
Grade 7	168	159	181	164	150	0	164	150	0	97.6	94.3	0.0
Grade 8	147	165	173	141	157	0	141	157	0	95.9	95.2	0.0
Grade 11	161	123	130	151	104	98	151	104	98	93.8	84.6	75.4
All Grades	639	595	655	614	559	98	614	559	98	96.1	93.9	15.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2477.	2463.		14.56	15.54		17.09	10.81		26.58	20.95		41.77	52.70	
Grade 7	2463.	2467.		10.37	6.00		14.63	15.33		17.68	26.67		57.32	52.00	
Grade 8	2531.	2500.		24.11	21.02		14.89	9.55		17.02	15.92		43.97	53.50	
Grade 11	2525.	2488.	2554.	12.58	9.62	9.18	14.57	13.46	21.43	15.23	5.77	24.49	57.62	71.15	44.90
All Grades	N/A	N/A	N/A	15.15	13.42	9.18	15.31	12.16	21.43	19.22	18.25	24.49	50.33	56.17	44.90

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	15.92	19.59		33.12	16.22		50.96	64.19	
Grade 7	13.41	11.33		24.39	28.67		62.20	60.00	
Grade 8	26.95	22.29		25.53	18.47		47.52	59.24	
Grade 11	19.87	15.38	15.31	15.89	12.50	46.94	64.24	72.12	37.76
All Grades	18.76	17.35	15.31	24.80	19.50	46.94	56.44	63.15	37.76

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.03	13.51		44.30	33.78		43.67	52.70	
Grade 7	14.02	6.67		31.71	36.00		54.27	57.33	
Grade 8	26.95	21.66		37.59	25.48		35.46	52.87	
Grade 11	15.23	6.73	15.31	31.13	34.62	48.98	53.64	58.65	35.71
All Grades	16.78	12.70	15.31	36.16	32.20	48.98	47.07	55.10	35.71

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.83	15.54		29.94	33.78		52.23	50.68	
Grade 7	11.59	8.67		49.39	46.67		39.02	44.67	
Grade 8	23.40	17.83		39.72	36.94		36.88	45.22	
Grade 11	14.57	8.65	15.31	45.03	36.54	67.35	40.40	54.81	17.35
All Grades	16.64	13.06	15.31	41.11	38.64	67.35	42.25	48.30	17.35

2019-20 Data:

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Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1464.1	1422.2	1500.5	1454.6	1419.7	1499.1	1473.1	1424.3	1501.5	29	27	32
7	1477.5	1449.3	1500.2	1470.7	1435.1	1493.0	1483.9	1463.0	1506.9	38	29	27
8	1488.9	1455.9	1489.4	1485.4	1439.6	1492.0	1491.9	1471.7	1486.3	27	39	32
9	1503.1	1446.0	1510.5	1492.4	1429.9	1501.1	1513.3	1461.6	1519.3	38	35	29
10	1469.3	1459.3	1473.4	1453.9	1433.9	1439.7	1484.3	1484.2	1506.5	42	53	38
11	1467.4	1422.6	1474.5	1435.3	1389.1	1451.5	1499.0	1455.6	1497.0	52	50	30
12	1476.4	1516.1	1518.0	1443.0	1497.1	1508.0	1509.4	1534.6	1527.5	36	42	24
All Grades										262	275	212

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	0.00	12.50	*	18.52	43.75	*	33.33	15.63	44.83	48.15	28.13	29	27	32
7	*	3.45	3.70	28.95	24.14	40.74	*	17.24	29.63	47.37	55.17	25.93	38	29	27
8	*	0.00	6.25	*	23.08	25.00	*	25.64	15.63	44.44	51.28	53.13	27	39	32
9	*	2.86	10.71	34.21	14.29	17.86	*	17.14	28.57	34.21	65.71	42.86	38	35	28
10	*	3.77	2.78	*	16.98	13.89	*	24.53	22.22	57.14	54.72	61.11	42	53	36
11	*	2.00	6.67	23.08	10.00	3.33	*	16.00	23.33	53.85	72.00	66.67	52	50	30
12	*	9.52	8.33	*	23.81	12.50	*	26.19	45.83	63.89	40.48	33.33	36	42	24
All Grades	8.02	3.27	7.18	21.76	18.18	22.49	20.23	22.55	24.88	50.00	56.00	45.45	262	275	209

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	18.52	25.00	*	29.63	40.63	*	11.11	12.50	41.38	40.74	21.88	29	27	32
7	*	24.14	14.81	31.58	6.90	44.44	*	27.59	18.52	31.58	41.38	22.22	38	29	27
8	*	2.56	18.75	*	33.33	12.50	*	15.38	15.63	*	48.72	53.13	27	39	32
9	*	11.43	21.43	31.58	11.43	21.43	*	14.29	17.86	*	62.86	39.29	38	35	28
10	*	7.55	11.11	*	24.53	13.89	*	13.21	22.22	52.38	54.72	52.78	42	53	36
11	23.08	2.00	10.00	23.08	20.00	16.67	*	6.00	13.33	51.92	72.00	60.00	52	50	30
12	*	16.67	16.67	*	33.33	25.00	*	11.90	29.17	44.44	38.10	29.17	36	42	24
All Grades	22.52	10.55	16.75	24.05	23.27	24.40	13.74	13.45	18.18	39.69	52.73	40.67	262	275	209

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		0.00	6.25	*	0.00	12.50	*	25.93	37.50	82.76	74.07	43.75	29	27	32
7		0.00	0.00	*	10.34	25.93	*	24.14	25.93	71.05	65.52	48.15	38	29	27
8	*	0.00	3.13	*	10.26	6.25	*	23.08	25.00	77.78	66.67	65.63	27	39	32
9		0.00	7.14	*	8.57	0.00	31.58	20.00	32.14	57.89	71.43	60.71	38	35	28
10	*	0.00	5.56	*	5.66	5.56	*	32.08	13.89	76.19	62.26	75.00	42	53	36
11		2.00	3.33	*	0.00	6.67	26.92	30.00	16.67	59.62	68.00	73.33	52	50	30
12		2.38	4.17	*	19.05	4.17	*	35.71	45.83	77.78	42.86	45.83	36	42	24
All Grades	*	0.73	4.31	9.16	7.64	8.61	18.70	28.00	27.27	70.61	63.64	59.81	262	275	209

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	3.70	6.25	*	29.63	68.75	55.17	66.67	25.00	29	27	32
7	*	3.45	0.00	31.58	31.03	62.96	55.26	65.52	37.04	38	29	27
8	*	0.00	12.50	48.15	28.21	28.13	*	71.79	59.38	27	39	32
9	*	2.86	7.14	60.53	20.00	42.86	31.58	77.14	50.00	38	35	28
10	*	1.89	0.00	26.19	52.83	38.89	64.29	45.28	61.11	42	53	36
11	*	0.00	0.00	40.38	20.00	26.67	51.92	80.00	73.33	52	50	30
12	*	0.00	0.00	38.89	42.86	45.83	58.33	57.14	54.17	36	42	24
All Grades	10.31	1.45	3.83	38.93	33.09	44.50	50.76	65.45	51.67	262	275	209

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	51.72	44.44	65.63	*	11.11	12.50	37.93	44.44	21.88	29	27	32
7	44.74	34.48	66.67	*	27.59	11.11	28.95	37.93	22.22	38	29	27
8	44.44	33.33	37.93	40.74	25.64	17.24	*	41.03	44.83	27	39	29
9	55.26	37.14	48.15	*	17.14	14.81	*	45.71	37.04	38	35	27
10	35.71	28.30	27.78	*	15.09	25.00	50.00	56.60	47.22	42	53	36
11	40.38	28.00	30.00	*	4.00	16.67	48.08	68.00	53.33	52	50	30
12	33.33	59.52	52.17	*	11.90	21.74	41.67	28.57	26.09	36	42	23
All Grades	43.13	37.09	46.08	19.85	15.27	17.16	37.02	47.64	36.76	262	275	204

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		0.00	6.25	*	11.11	21.88	89.66	88.89	71.88	29	27	32
7		0.00	7.41	*	17.24	37.04	86.84	82.76	55.56	38	29	27
8	*	2.56	3.13	*	10.26	21.88	81.48	87.18	75.00	27	39	32
9		0.00	7.41	36.84	25.71	33.33	63.16	74.29	59.26	38	35	27
10	*	3.77	5.56	*	26.42	16.67	85.71	69.81	77.78	42	53	36
11	*	2.00	3.33	*	28.00	20.00	76.92	70.00	76.67	52	50	30
12		7.14	8.70	*	52.38	34.78	72.22	40.48	56.52	36	42	23
All Grades	*	2.55	5.80	17.94	25.82	25.60	79.01	71.64	68.60	262	275	207

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		3.70	12.50	62.07	44.44	59.38	37.93	51.85	28.13	29	27	32
7	*	0.00	0.00	47.37	58.62	70.37	50.00	41.38	29.63	38	29	27
8	*	2.56	0.00	55.56	53.85	50.00	*	43.59	50.00	27	39	32
9		0.00	3.57	68.42	45.71	50.00	31.58	54.29	46.43	38	35	28
10		3.77	5.56	45.24	49.06	41.67	54.76	47.17	52.78	42	53	36
11	*	0.00	3.33	48.08	32.00	33.33	48.08	68.00	63.33	52	50	30
12	*	4.76	8.33	61.11	57.14	62.50	33.33	38.10	29.17	36	42	24
All Grades	*	2.18	4.78	54.58	48.00	51.67	42.75	49.82	43.54	262	275	209

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

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

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

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

Conclusions based on this data:

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

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







School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

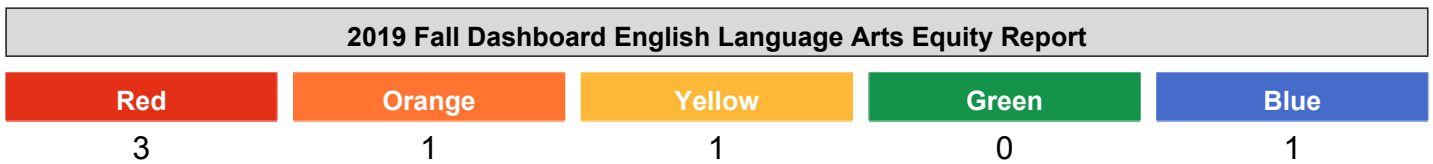
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

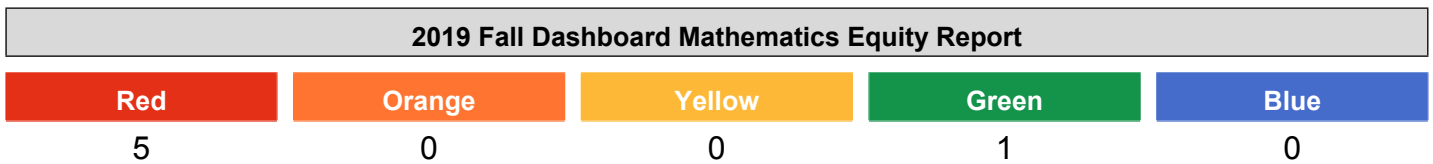
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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










This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

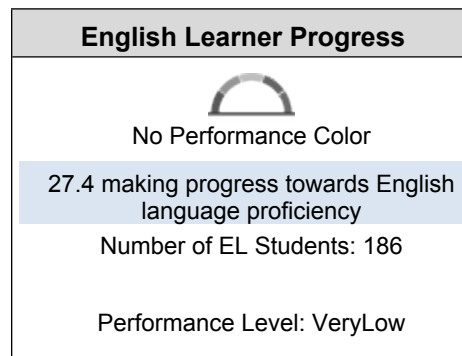
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

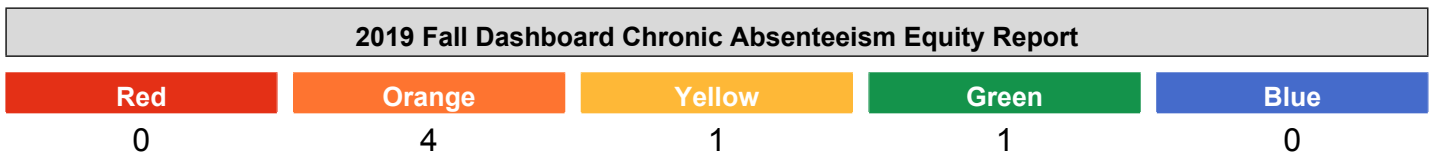
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

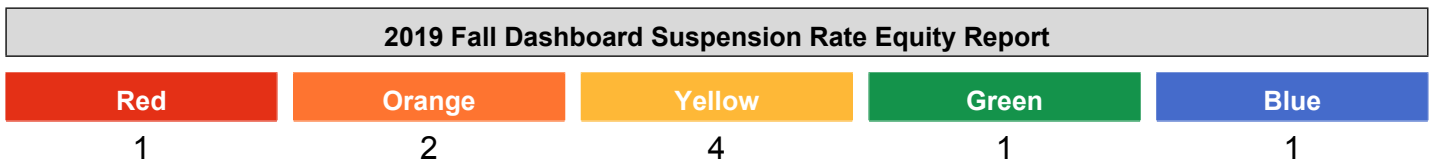
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.2	5.2

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1. English Language Development (ELD) Training for all teachers.
2. Mini ELD Training on A Mondays (professional development) 4 times per year (\$7,000).
3. Analyze data from HMRI/Renaissance and ELPAC, as a staff at the beginning of each semester.
4. Approaches to Learning Training by our Middle Years Programme, International Baccalaureate Coordinator (\$75,000).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
82,000	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students Performing Below Grade Level

Strategy/Activity

1. Consistently use Carnegie Learning/iReady to increase and reinforce math concepts.
2. Teachers will administer a math diagnostic (Carnegie/iReady) at the beginning of each semester, review data as a department team, and adjust their instruction based on the data analysis.
3. District benchmarks will be implemented at the scheduled times and data will be reviewed as a math department team to adjust instruction based on the data analysis.
4. Math Training for all teachers by our District Instructional Coach which will provide teachers with a common toolkit to scaffold, differentiate, and modify instruction to better support all students and increase their math skills (\$6,000). The training will focus on addressing the needs of students who are below grade level in math and may have unique needs due to being from low-income households and/or non-stable family settings, such as foster youth/homeless students.
5. Teachers will create a uniform grading policy for all math courses to decrease D's and F's by 20%.
6. If students have a D or F at the end of the grading period, teachers will hold a parent/student conference to address needs based on data from benchmarks, Carnegie/iReady, and class assessments. Teacher, student, and parent will create a plan for intervention and support.
7. Embedded Intervention for all beginning level math courses: Teacher co-teaching/tutoring or College Math Tutors from CalTech or PCC (Accelerate the learning due to COVID).

This strategy will provide support for teachers to conduct after-school tutoring, review student performance data and work samples to select instructional intervention strategies, and work in department teams to identify common trends across student performance areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,029

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1. English Language Development (ELD) Training for all teachers by our Instructional Coach, which will impact the literacy skills of our students in need of academic language development (\$1,500).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,850

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners

Strategy/Activity

2. Academic Language/Literacy Training on A Mondays (professional development) 8 times per year, led by our CABE (\$10,000).
3. Analyze data from HMRI/Renaissance and ELPAC, as a staff at the beginning of each semester.
4. Approaches to Learning Training by our Middle Years Programme, International Baccalaureate Coordinator.
5. Data Chats with EL students at the beginning of each semester.
6. Data Chats with Parents at the beginning of each academic year.
7. Focus on Academic Language and daily oral language practice in ELA classes.
8. Regular parent outreach/check-ins by our Community Assistants, focusing on families of Title I eligible students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Performing Below Grade Level

Strategy/Activity

Blair will pay for a full-time Community Assistant. This will allow for greater outreach to families and support students at home with learning while also supporting families with transitions into middle grades and secondary grades. The Community Assistant will supporting families involvement in PTA, ELAC, and SSC meetings as well as coordinate family sign-ups for information sessions through the central office Family Resource Center Parent University.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

33,400

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, Title I for strategy 5

Strategy/Activity

1. Create a cohort checklist of all students for every grade level with all of the college/career indicators to keep track of students who qualify for a career pathway. (Ex. HCA, JROTC, Photo, IB/AP, Seal of Biliteracy, etc.)
2. Create, register, and get pathway courses approved. (Ex. Band, Piano, Photo, Band, Orchestra, etc.)
3. Register and request dual enrollment courses at PCC for all students.
4. Offer intervention support for students earning grades lower than a C in HCA courses.
5. Continue to support First-Generation high school students through mentorships, workshops, and meetings (\$5,000).
6. Pay for AP testing fees for all Title I students (\$3,000).
7. Pay for AP teachers to provide targeted after school intervention for Title I eligible students to ensure they obtain a high quality education.
8. Pay for IB membership fees; diploma programme, careers-related programme, Middle-Years programme (\$25,000).
9. Establish an IB Professional Development Plan (\$15,000).
10. Pay for an IB Coordinator to lead the authorization visits for all three IB programmes (DP, CP, MYP). This will pay an employee an extra .20. (this is how SSC voted in December 2021 on how to use the carryover funds for title I)

These strategies provide additional opportunities for students to reach secondary school graduation completion with college/career readiness indicators successfully met while also engaging in self-study work to identify improvement needs for the development of a schoolwide Title I plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
34,969	LCFF - Supplemental and Concentration (S/C)
35,800	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1. We will develop and implement a school-wide attendance policy that will be reviewed in each English class within the first few weeks of school.
2. We will have attendance incentives 4 times per year. We will focus on perfect attendance as well as improved attendance (\$5,000).
3. We will flag students with disabilities who are absent 3 or more days in a month. This will be followed up with a personal call home and an attendance goal setting conference.

4. Attendance check-ins during Advisory with all students with disabilities. Attendance will be tracked during Advisory and incentives will be given based on improvement and number of days attended.
5. Restorative circles will be held for students when they are absent for more than 3 days in a month (\$2,000).
6. Students will be flagged in Aeries if they miss more than 3 days per month.
7. Home visits will be made for students who miss more than 3 days, 2 months in a row (\$1,000).

This strategy will provide improved school climate experiences for students and foster a sense of community within the school so that students will want to attend school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

None

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1. Prioritize obtaining and applying international course credits for all newcomer students.
2. Create an easy to understand visual/diagram/timeline of graduation requirements to place in all classrooms and student common areas.
3. Hold mandatory student/family meetings throughout the school year for all English Learner/LTEL families to communicate graduation requirements.
4. Data Chats with EL students at the beginning of each semester.
5. Data Chats with Parents at the beginning of each academic year.
6. SSC Approved to purchase International Baccalaureate Approaches to Learning Workbooks (supplemental consumables) for every Title I eligible student in grades 6th-12th.
7. A counselor stipend of \$500 to each counselor for professional development specific to College Board-CSU-UC-CCG-IB (\$1,000).
8. Grad requirement posters/College Board-CSU-UC-CCGI (\$10,000)

This strategy provides resources and supports for building a college going environment where students understand both graduation requirements and what must be done to enter into CSU and UC colleges. This will increase the overall graduation rate and let students have greater knowledge about what courses they need to take.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

10,000

Source(s)

LCFF - Supplemental and Concentration (S/C)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

6th graders and eligible title I students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

The goal required \$11,000.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 7

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and we will be focusing on foster youth.

Strategy/Activity

1. Complete a checklist or survey after the student is sent out of class, gathering data so the students have time to reflect as to why they were removed from the class.
2. Complete a checklist or survey after the student is sent out of class, allowing teachers the opportunity to understand patterns of response to student behavior.
3. Administration must have "return conferences" at the return of any suspension, but extremely important to conduct these conferences when they apply to our foster youth. We must have cooperation from each group home.
4. Create a list of updated contacts for each group home, with names and responsibilities for each individual.
5. Implement restorative circles with students and teachers after the second "classroom suspension/referral."
6. Modify referral systems to include "referral for restorative circle"
7. Full-Time (100%) Restorative Circles Lead (Randel Johnson), provided by CWAS.
8. Train teachers in Trauma Informed Care, 5 days throughout the school year (\$8,000).
9. Rtl Plan: Incentives, shirts, supplies and materials (\$11,000).

This strategy focuses on creating responsive classrooms and a responsive school to reduce suspension rates and office referrals. Supports will give students chances to connect with staff and build meaningful relationships with teachers and school staff which will promote a desire to want to succeed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 8

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

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

This strategy will support families in understanding students present performance levels and understand academic progress and reclassification progresses with guidance from school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,763	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

No budget differences to report.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$138842.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$138842.00
Other State/Local Funds provided to the school	\$123,725.00

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
Title I	\$138842.00

Subtotal of additional federal funds included for this school: \$138842.00

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$123,725.00

Subtotal of state or local funds included for this school: \$123,725

Total of federal, state, and/or local funds available for this school: \$262567

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	138,842	0.00
LCFF - Supplemental and Concentration (S/C)	123,725.00	5,756.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	117,969.00
Title I	138,842.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 30, 2022.

Attested:



Principal, David Ibarra on March 30, 2022



SSC Chairperson, Jennifer Higginbotham on 3.30.22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

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The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,700,119.03:

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

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: Blair

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,700,119.03	9651	\$176.16	606	\$106,752.96

School: BLAIR

PHOTO

PRINCIPAL's MESSAGE

1. School Description and Mission Statement (School Year 2021-22)

2021- 2022

School Vision and Mission

School Mission

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

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

School Vision

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

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

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

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

We are committed to providing avenues for parent and community involvement

Description

Blair High School is one of four comprehensive high schools in the Pasadena Unified School District (PUSD). Blair School has maintained an unwavering commitment to providing students with a rigorous academic foundation on which to build a successful future for more than 50 years. **During the 2017 - 2018 school year, 1064 students are enrolled in grades six through twelve. PUSD is an open-enrollment district. Eighty five percent (85 %) of the students who attend Blair are on permit.** They do not live in Blair's attendance zone. Blair has a diverse student population with the majority of students being Hispanic/Latino. Blair houses PUSD's International Academy. As a result, students speak more than 30 different languages. The high school students are temporarily located in the Allendale Elementary School building, **while we wait for the "A" campus modernization project to be completed.** The project is expected to be completed in December of 2018. **This is the 4th year of using the alternate site.**—Our library/media center is currently being housed in a double bungalow. Our access to books and media resources through the library are limited.

2. Career Technical Education Programs (School Year 2017–18)

The school design model is the International Baccalaureate (IB) Program. All Blair students enrolled in grades 6 - 10 are IB Middle Years Program (IBMYP) students. IBMYP students must receive 50 contact hours of instruction each year in English, History, Math, Science, PE, World Language (Spanish), Art or Music, and Technology. Additionally, the Learner Profile is infused throughout all IB classes. The Health Careers Academy (HCA) has students in grades 9 - 12. The HCA achieved National Academy Foundation (NAF) Certified Model Academy in 2016. The HCA works closely with advisory board members from local medical agencies and community organizations. **For the 2017-2018, CAHA has fully relocate to John Muir HS which has the appropriate cooking facilities.**

Blair also has students enrolled in the Spanish Dual Language Immersion Program. **In 2017-2018, approximately 92 students are enrolled in grades 6- 9.**

3. State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2017–18)

Blair has very active parental involvement. Parents are supportive of the school and its programs through Parent Student Teacher Association (PTSA), English Learner Advisory Committee (ELAC), Middle School Advisory, School Site Council (SSC), Dual Language Immersion Parent Advisory Committee (DLIP - PAC), Blair Design Team, Music boosters, and other parent groups. The majority of print communication is sent out in English and Spanish. Weekly phone blasts are sent in English and Spanish. Translation is provided at most of the parent meetings through our Community Assistant.

All parents are invited and encouraged to attend an annual meeting which shall be held in the fall (i.e. Back-to-School Night) at a time and date agreed upon by the district and teachers. A written notice (in English, Spanish, and to the extent possible, other languages as needed) shall be sent to all parents and will include the rights of parents to be actively involved in supporting their children’s academic achievement.

Each year parents are invited to attend a number of regularly scheduled meetings (such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), Middle School Advisory, Financial Aid Night, Back-to-School Night, etc.), that are planned at times convenient for their participation. The goal of these meetings is to keep parents informed regarding the progress of students in the core academic program, intervention programs and other issues pertaining to Blair High and Middle School. Through these meetings, parents will be involved, on an ongoing basis, in the planning, review and improvement of programs, including the Parent Involvement Policy and school plan.

Parents, students and school staff share responsibility for improved student academic achievement.

4. Please verify following staffing lists:

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor	2.4	301
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Special Ed. Coordinator	1	
Other	0	N/A

Note: Cells with N/A values do not require data

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



Pasadena Unified School District

**School Plan for Student Achievement (SPSA)
Theory of Action Form
2021-22**

If we...	Then...	So that...
<p>ELA Goal #1 (\$80,500)</p> <p>*If we provide ELD professional development to all teachers in 2020-2021...</p> <p>If we analyze data on HMRI, Renaissance, and ELPAC...</p> <p>*If we focus on our Approaches to Learning...</p>	<p>-teachers will have a common toolkit for scaffolding, differentiating, modifying instruction to support our ELL's in academic language development and learning.</p> <p>-teachers will routinely use data to assess students' needs, identify gaps in knowledge, and adapt their instruction to match the students' deficits.</p> <p>-students will develop strong thinking skills, communication skills, social skills, self-management skills, and reflection skills that all reflect our International Baccalaureate approaches to learning.</p>	<p>-our English Learners achieve an orange ranking on the California Dashboard by decreasing the baseline of 133.6 from 2019 by a total of 3 points or more.</p>

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Pasadena Unified School District

If we...	Then...	So that...
<p>Math Goal #2: Total=\$6,000</p> <p>*If we consistently use Carnegie Learning/i-Ready to increase and reinforce math concepts...</p> <p>*If we administer a math diagnostic (Carnegie/iReady) 3 times per year...</p> <p>*If we implement District benchmarks at the scheduled times...</p> <p>*If we create a uniform grading policy for all math courses...</p> <p>*If we Identify all students who have a D or F at the end of the grading period...</p> <p>*If we collaborate with local universities/colleges and design an</p>	<p>-We can identify gaps of knowledge in math and adjust teaching, as needed.</p> <p>-Teachers can review data as a department team and adjust their instruction based on the data analysis</p> <p>- Teachers can review data as a math department team to adjust instruction based on the data analysis</p> <p>- Students, teachers, and parents will have a common understanding of how to succeed in math and we can decrease our D's and F's across all math courses.</p> <p>-Teachers will hold a parent/student conference to address needs based on data from benchmarks, Carnegie/iReady, and class assessments to create a plan for intervention and support.</p> <p>-Students will have an opportunity to receive math support and intervention</p>	<p>-our English Learners achieve an orange ranking on the California Dashboard by increasing the baseline math rate of -188.7 from 2019 by a total of 3 points or more.</p>

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<p>embedded math intervention program for all beginning level math courses using co-teaching/tutoring or College math tutors from Caltech or PCC...</p>	<p>during the school day.</p>	
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If we...	Then...	So that...
<p>ELs Goal #3 Total=\$60,000 *If we provide ELD professional</p>	<p>-teachers will have a common toolkit for modifying instruction, scaffolding, and</p>	<p>-our English Learners achieve an orange ranking on the California</p>

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<p>development to all teachers in 2020-2021...</p> <p>If we analyze data on HMRI, Renaissance, and ELPAC...</p> <p>*If we focus on our Approaches to Learning...</p> <p>*If we conduct Data Chats with EL students at the beginning of each semester...</p>	<p>differentiating instruction for support in academic language development and learning.</p> <p>-teachers will routinely use data to assess students' needs, identify gaps in knowledge, and adapt their instruction to match the students' deficits.</p> <p>-students will develop strong thinking skills, communication skills, social skills, self-management skills, and reflection skills that all reflect our international baccalaureate approaches to learning.</p> <p>-students will understand where they currently are as ELs and what they need to accomplish in order to advance as ELs.</p> <p>-parents will understand where their child currently is as an EL and what</p>	<p>Dashboard by decreasing the baseline of 133.6 from 2019 by a total of 3 or more points.</p>
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<p>*If we conduct a Data Chat with parents/guardians of EL students at the beginning of each academic year...</p> <p>*If we focus on Academic Language and daily oral language practice in ELA classes...</p> <p>*If we commit to regular parent outreach/check-ins by our Community Assistant...</p>	<p>their child needs to accomplish in order to advance as an EL.</p> <p>-students will gain the skills and knowledge they need to participate in their core classes using academic language and they will increase their oral language skills through daily practice which will lead to EL proficiency.</p> <p>-parents will feel a direct connection to their school and will have the knowledge & support they need to facilitate their child's EL growth.</p>	
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If we...	Then...	So that...
<p>College and Career Goal #4 Total=\$13,000</p> <p>*If we create a cohort checklist of all students for every grade level...</p> <p>*If we create, register, and get pathway courses approved...</p> <p>If we request and register students for dual enrollment courses at PCC...</p> <p>*If we offer intervention support for students earning a C or lower in HCA courses...</p>	<p>-we can keep track of and tag all students who fulfill the college and career indicators</p> <p>-our students will have more opportunities to meet the college and career indicators</p> <p>-our students will obtain college credit while enrolled at Blair</p> <p>-HCA students will be better equipped to earn higher grades in their HCA courses</p>	<p>-we can increase our college and career indicators by at least two points.</p>

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If we...	Then...	So that...
<p>Chronic Absenteeism Goal #5 Total=\$8,000</p> <p>If we develop and implement a school-wide attendance policy that is presented and reviewed in each English class within the first few weeks of school...</p> <p>If we have attendance incentives 4 times per year...</p> <p>If we flag students with disabilities who are absent 3 or more days in a month...</p> <p>*If we personally call home and complete an attendance goal setting conference...</p>	<p>-students and staff will have a clear understanding of the school-wide attendance policy and can successfully adhere to the plan</p> <p>-there will be a positive frame around school attendance and students will be motivated to attend school regularly</p> <p>-we will have a system to monitor attendance for our students with disabilities</p> <p>-we can connect with students and families to determine the reason for the absences and goals can be set for improving attendance</p>	<p>-we can decrease chronic absenteeism for students with disabilities by 3 or more points to reach yellow on our dashboard by the end of the 2020-2021 school year.</p>

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<p>If we complete attendance check-ins during Advisory with all students with disabilities, track their attendance and provide incentives based on improvement and number of days attended</p> <p>*If we hold Restorative circles for students when they are absent for more than 3 days in a month...</p> <p>If we flag students in Aeries if they miss more than 3 days per month...</p> <p>*If we make home visits for students who miss more than 3 days, 2 months in a row...</p>	<p>-SPED teachers can track and monitor student attendance and provide incentives to motivate students to attend school regularly</p> <p>-problems can be identified and resolved</p> <p>-we can systematically track students who are chronically absent and identify solutions</p> <p>-connect with students and families to help resolve attendance issues</p>	
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If we...	Then...	So that...
<p>Grad Rate Goal #6 Total=\$11,000</p> <p>*If we prioritize obtaining and applying international course credits for all newcomers...</p> <p>*If we create an easy to understand visual/diagram/timeline of graduation requirements...</p> <p>*If we hold mandatory meetings for all English Learner families...</p>	<p>-there will be no repetition of courses</p> <p>-students, families, and teachers can better understand and see how many credits are suggested at the end of each year in order to graduate on time</p> <p>-we can communicate, in a student's home language, graduation deadlines and requirements</p>	<p>-our English Learners achieve an orange ranking on the California Dashboard by increasing the baseline graduation rate of 47.9 from 2019 by a total of 20.1 or more.</p>

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If we...	Then...	So that...
<p>Suspension Goal #7 Total=\$8,000</p> <p>If students complete a checklist/survey after they are sent out of class...</p> <p>If teachers complete a checklist/survey after the student is removed from class...</p> <p>*If the administration has “return conferences” after a suspension is completed...</p> <p>If we create a list of updated contacts for each group home...</p> <p>*If we implement Restorative Circles...</p>	<p>-we can gather data so students can reflect on why they were removed from class</p> <p>-we can identify and track the behaviors that led to the removal from class</p> <p>-we can clearly define expectations for all students, in particular foster youth, upon their return to school</p> <p>-we will develop and maintain positive relationships with group home representatives and verify that we have the correct contact information</p> <p>-we can provide opportunities for students to develop relationships with a trusted adult and other students while also developing communication skills which will lead to self-advocacy</p>	<p>-our foster youth students achieve a yellow ranking on the California Dashboard by decreasing the baseline suspension rate of 34.5% from 2019 by a total of 2% or more.</p>

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*If we train teachers in Trauma Informed Care	-teachers will have a deeper compassion and understanding of why students may exhibit negative behaviors in school	
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If.....Then.....(Provide your Theory of Action here)

IF Professional development in 2020-21 provides our site with a repository of standards-aligned, evidence based programs and practices for school and student improvement,

AND, Teachers access and implement appropriate instructional materials and practices based on students' zone of proximal development,

AND, Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities and with appropriate feedback aligned to student outcomes,

THEN, Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall that are standards-aligned.

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Pasadena Unified School District
Office of Academics
GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric

- 1 = This is an established practice that has been in place since before the 2021-22 school year.
- 2 = This practice is being implemented for the first time during the 2021-22 school year.
- 3 = This practice is being developed now to be implemented during the 2021-22 school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			X
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			X
Are GATE services provided to students during the regular instructional school day?			X
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			X
Are all parents informed of the GATE Parent Education Workshops offered by the District?			X
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			X

Section 2: Identification			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?			X
Is there a plan to articulate the plan above to parents and teachers on an annual basis?		X	
Does the school testing calendar include GATE testing administered by classroom teachers?		X	
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			X
Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			
	1	2	3
Middle School			

Are high-achieving GATE students placed in accelerated or honors classes?			X
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			X
Are the following instructional options used in the development of the SPSA and GATE plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 			X
High School			X
Do honors classes offered in the core subject areas provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			X
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			X
Are Advanced Placement classes available?			X
Is the IB diploma program available?			X
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?			X
Are the following instructional options used in the development of the school SPSA and GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			X
All Grades			X
Does the Principal provide leadership in supervising and monitoring implementation of the <i>GATE Principal Checklist</i> to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the <i>GATE Principal Checklist</i> annually as needed?			X
Does the School Site Council review and approve the <i>GATE Principal Checklist</i> annually?			X
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			X

Is the <i>GATE Principal Checklist</i> developed in response to the specific and varied learning needs of the individual school population?			X
Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?			X
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			X
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			X
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			X
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			X
Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individualized Learning Plan 			X
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 			X
Section 6: Parent and Community Involvement			

6:1 Open communication with parents and the community is maintained.			
6:2 An active GATE advisory committee with parent involvement is supported by the district.			
	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?			X
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			X
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			X
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			X
Is the School GATE Plan shared with parents and the community effectively and systematically?			X
Section 7: Program Assessment			
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			X

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:

By April of 2022, 90% of our GATE parents will attend our GATE meetings on a consistent basis, so they can be informed about the course sequence for IB/AP.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

Goal 1, 2 and 5 support our GATE students with S&C funds

Goal 5 targets GATE students/advanced learners

Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):

Xiomara Tovar

Saul Rico
 Veronica Alcantar
 Kuie Voong
 Irad Orduna
 Christine Mclaughlin

School: Blair High School

Date Approved By GATE Site Advisory Council: April 5th, 2021

Date Approved By School Site Council: May 6th, 2021

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic		date	topic
1st meeting	10.10.21	Parent Involvement	3rd meeting	2.09.22	IB/AP
2nd meeting	11.17.21	5 year GATE Plan	4th meeting	4.4.22	Role of Counselor with GATE students



Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Blair High School	Principal: David Ibarra
School Number: 080	Counselor: Ms. Favor and Ms. Cordeiro-Benson
Date Completed: 5/11/2021	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
98.58%	maintain 98.58%	increase .5% to attain 99%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<i>Conduct an initial attendance training at the first staff meeting of the year. Include universal check in after one or two missed interactions per week. Note teacher expectations of contacting students, attendance clerk follow up, and use of community assistants .</i>	Teachers and staff.	Quarterly attendance procedures updates at our staff meetings.	<i># of attendance reports submitted correctly and on-time. Run a report 2 times per month.</i>
<i>Track students who are absent/not attending. Create a tracking sheet.</i>	Students	2 times per month.	<i>Our number of chronically absent students will decrease by 1%.</i>



GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<i>Develop positive relationships with students and families.</i>	Clerical staff, data control clerk, and families	Ongoing	Increased communication between families and school. Reduced unexcused absences by 1%.
<i>Educate families on the impact absences have on achievement. Send info within the first 2 weeks of school.</i>	Students and families.	At least 2 times per year.	Decrease chronic absenteeism by .5%
<i>Develop an action plan that addresses barriers and increases engagement (RTI). Attendance incentives.</i>	RTI Team, students, families, data control clerk.	Create/review attendance incentive plan and school engagement plan at the beginning of the year. Implement attendance incentives at least 2 times per year.	Increase student engagement will result in fewer suspensions and referrals. Baseline data will be collected this year. Attendance incentives will reduce chronic absenteeism by .5 %.



GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p><i>Initiate a Personalized Support Plan (PSP) for students who have poor attendance.</i></p> <p><i>SART meetings</i></p>	<p>Students who have 5 missed classes in a week or 12+ missed in a month. Families, teachers, and counselor included in the meeting.</p>	<p>Quarterly.</p>	<p>Decrease chronic absenteeism by .5%</p>
	<p>Students who have 5 missed classes in a week or 12+ missed in a month. Students and families included in the meeting.</p>	<p>We will have ongoing meetings every month.</p>	<p>Decrease in chronic absenteeism by .5%.</p>

BLAIR HIGH AND MIDDLE SCHOOL
An International Baccalaureate Programme
SCHOOL COMPACT 2021-2022

In order for Blair students to learn and grow, we acknowledge that we must all do our part. Together, we pledge to carry out this compact (agreement) to promote academic success. It's been proven that involved parents often produce engaged students. Therefore, by signing below we acknowledge that we fully understand, support and agree to abide by the following responsibilities.

Administration

As the principal/assistant principal of Blair Middle and High School, I will:

- Make decisions that are driven by what is best for students;
- Act with integrity and respect in my interactions with students, parents, community and staff;
- Make information regarding the school easily accessible and encourage diverse input and differing opinions about issues related to Blair's single plan of student achievement;
- Encourage the participation of parents and the community in all aspects of Blair School;
- Maintain a safe school environment; and
- Provide high quality services for students, using Blair's resources prudently, efficiently and equitably.

Principal/Assistant Principal Signature/Date

Teacher

As a Pasadena Unified School District teacher, I will:

- Teach classes through interesting and challenging lessons that engage students in learning and promote student achievement;
- Endeavor to motivate my students to learn;
- Incorporate the I.B. Attitudes and Profile in teaching, academic and behavioral standards;
- Incorporate State of California grade level standards in teaching and learning;
- Have high expectations for student achievement and behavior, enforce rules equitably and provide a safe, orderly and caring learning environment;
- Communicate with families about student progress and achievement;
- Encourage parent involvement in school activities;
- Provide meaningful homework assignments to reinforce and extend learning in accordance with Pasadena Unified School District policy.
- Participate in professional development opportunities that improve teaching and learning;
- Support the formation of partnerships between families and community organizations;
- Participate in collaborative decision making with other school staff and families for the benefit of students;
- Respect the school, students, staff and families.

Teacher Signature/Date

Student

I agree to carry out the following responsibilities:

- Come to school on time every day, ready to learn and work, with a positive attitude;
- Bring only necessary materials to school and be responsible for my textbooks, materials, and clothing;
- Know that I am responsible for my own learning, and will ask parents and teachers for help when needed;
- Submit completed assignments and homework on time;
- Know and follow all classroom and school rules;
- Limit my television, video games, and computer time and read from my AR book every day;
- Show respect for the school, my classmates, the staff, and myself;
- Practice the 1.B. Attitudes and Profile in my interactions with students and staff and in my pursuit of academic excellence;
- Make healthful food choices regarding snacks and lunch, and get plenty of sleep and exercise;
- Do not use my phone or any electronic device in class.

Student Signature/Date/Grade

Family/Parent

I agree to carry out the following responsibilities:

- Provide and ensure a quiet time and place for homework and monitor television, video games, and computer time.
- Encourage my child to read every day.
- Ensure that my child attends school on time every day, gets adequate sleep at night, gets regular medical attention, and eats nutritious meals and snacks to the best of my ability;
- Regularly monitor my child's progress in school using the parent portal;
- Support the school's safety, discipline and dress code policies;
- Participate in school activities such as Back-to-School Night, Parent-Teacher Conferences and Open House and Volunteering;
- Communicate the importance of education and learning to my child;
- Respect the school, staff and families;
- Be responsible for updating contact and emergency information

Parent/Guardian Signature/Date



Pasadena Unified School District
Blair High and Middle School
1201 South Marengo Avenue
Pasadena, California 91106
(626) 396-5820

School Site Council MEETING AGENDA

Thursday, December 2, 2021
Google Hangouts Meeting – 4 p.m.

Join Hangouts Meet
meet.google.com/zon-jzau-inm

Join by phone
[+1 319-382-0510](tel:+13193820510) (PIN: 115351482)

- I. Call to Order and Welcome
- II. Roll Call
- III. Minutes from November 4, 2021
- IV. New Business
 - a. Federal Program Monitoring
 - b. Enrollment & staffing
- V. Old Business
 - a. Budget – ACTION
 - i. Review budget
 - ii. Discuss and vote on use of any remaining LCAP carryover funds
- VI. Subcommittee and Other Reports
- VII. Good of the Order
- VIII. Adjournment

Next meeting: January 6 @ 4 pm virtually.

Blair SSC Meeting Notes 12/02/21

Staff: Ibarra, Eric Glenn, Monique Baca-Geary, Liliana Tang, Michael Dakan, Isabel Reynoso, Xiomara Tovar (joined at 4:20 pm)

Absent: Julio Venegas, Annabella Nunez

Students: Ariel Phelps, Lesley Chee

Parents: Jennifer Higginbotham, Maro Yacoubian, Juan Pablo Albar

Guests: Valente Vasquez

Called to order at 4:01 pm

Minutes from 11/04/21: Tabled

New business – Mr. Ibarra

1. Federal Program Monitoring
 - a. Need to make sure we have the right composition especially teachers, CSEA.
 - b. Need to keep better track of ballots for all groups that vote.
2. Enrollment – down a little this year (maybe low 100s last year). Next round is the lottery.

Open Enrollment Update	<ul style="list-style-type: none"> • Jackson: 16 • Longfellow: 6 • Madison: 4 • McKinley: 2 • Norma Coombs: 2 • Sierra Madre: 1 • Washington: 1 • Outside PUSD: 4 • San Rafael: 34 • Willard: 11 • Hamilton: 3 • Siblings 49 • Priority 38 • Total 87
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3. Attendance – Saturday school started with campus beautification. Benefit of Saturday school is that Blair gets to recoup ADA for a full day if the student had a full-day absence. Students can be in any grade 6-12.

Attendance	<ul style="list-style-type: none"> • Saturday School: Campus <ul style="list-style-type: none"> ○ Nov 20, 2021 <ul style="list-style-type: none"> ■ 20/23 students attended ○ December 11, 2021 next Saturday School • SART Meetings: <ul style="list-style-type: none"> ○ 44 scheduled
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4. SART meetings – students with attendance issues. 44 students needed to have SART meetings, so those start next week.
5. Finals week schedule:

Finals Week Schedule	<ul style="list-style-type: none"> ● Please note the different release times ● Monday, Dec. 13th: Regular Monday Schedule <ul style="list-style-type: none"> ○ 10:20-3:40 ● Tuesday, Dec. 14th: Overbanked Day <ul style="list-style-type: none"> ○ 8:30-2:30 ● Wednesday, Dec. 15th: Finals period 1 and 2 <ul style="list-style-type: none"> ○ 8:30-1:07 ● Thursday, Dec. 16th: Finals period 3 and 4 <ul style="list-style-type: none"> ○ 8:30-1:07 ● Friday, Dec. 17th: Finals period 5 and 6 <ul style="list-style-type: none"> ○ 8:30-1:07
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6. Carry-over funds – Need to vote. Ibarra made a motion to use the carry-over money to pay .20 to lead IB/WASC and remaining balance to purchase 2 water filling stations for MS or one in gym and one on MS. 2nd Maro. Motion carried.

Carryover Budget (19/20)	<p>Here is our carryover money from last year</p> <ul style="list-style-type: none"> ● LCAP: \$9,969 ● Title I: \$12,846 ● Total: \$22,815
Plan for Carryover	<ul style="list-style-type: none"> ● Pay an extra .20 (120%) to have someone lead the work for IB/WASC visit next year <ul style="list-style-type: none"> ○ \$18,000 ● Charging Stations (3/4 per middle school class) <ul style="list-style-type: none"> ○ \$17,000 ● Water filling stations <ul style="list-style-type: none"> ○ 4 on middle and 2 in gym ○ \$3,000/each ● Cameras on middle school side <ul style="list-style-type: none"> ○ Waiting on quote from ITS <ul style="list-style-type: none"> ■ \$50,000

Comment about school community support following Iran’s death.

Sports – Mr. Ibarra thinks we have a baseball coach hired. Esther has close to enough money to pay for resurfacing. Need to confirm bid from 2 years ago is still valid.

Prom location – Mr. Dakan suggested approaching the Langham.

Next meeting – David Rennie to describe Title 1 schoolwide process.

Adjourned at 4:45 pm.