

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 4 2021	May 27 2021

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)

Schoolwide Program

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 2020.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.45%	0.41%	0.3%	5	4	3
African American	12.83%	10.13%	7.98%	141	99	81
Asian	5.91%	5.32%	4.14%	65	52	42
Filipino	3.09%	2.56%	2.56%	34	25	26
Hispanic/Latino	63.79%	66.33%	68.37%	701	648	694
Pacific Islander	0.18%	0.1%	0%	2	1	0
White	11.83%	13.1%	14.98%	130	128	152
Multiple/No Response	0.27%	0.1%	0.1%	3	1	1
Total Enrollment				1099	977	1,015

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	155	138	167
Grade 7	173	154	159
Grade 8	153	158	169
Grade 9	153	132	138
Grade 10	135	121	129
Grade 11	176	118	140
Grade 12	154	156	113
Total Enrollment	1,099	977	1,015

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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	272	246	279	24.7%	25.2%	27.5%
Fluent English Proficient (FEP)	339	304	282	30.8%	31.1%	27.8%
Reclassified Fluent English Proficient (RFEP)	17	1	9	6.4%	0.4%	3.7%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	182	163	148	174	152	144	174	151	143	95.6	93.3	97.3
Grade 7	152	168	159	146	160	149	146	159	149	96.1	95.2	93.7
Grade 8	141	147	165	135	135	157	135	134	157	95.7	91.8	95.2
Grade 11	153	161	123	137	141	90	136	141	90	89.5	87.6	73.2
All Grades	628	639	595	592	588	540	591	585	539	94.3	92	90.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2483.	2503.	2501.	14.94	14.57	19.58	23.56	32.45	23.78	17.82	18.54	18.18	43.68	34.44	38.46
Grade 7	2514.	2492.	2502.	13.01	15.09	13.42	34.25	24.53	28.19	15.75	12.58	12.08	36.99	47.80	46.31
Grade 8	2517.	2552.	2533.	11.11	15.67	19.11	27.41	36.57	20.38	21.48	14.93	22.29	40.00	32.84	38.22
Grade 11	2541.	2563.	2536.	14.71	22.70	15.56	27.94	24.11	21.11	21.32	21.28	24.44	36.03	31.91	38.89
All Grades	N/A	N/A	N/A	13.54	16.92	17.07	28.09	29.23	23.56	18.95	16.75	18.74	39.42	37.09	40.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.24	18.54	23.94	36.47	46.36	33.80	45.29	35.10	42.25
Grade 7	21.92	20.75	19.46	39.04	28.30	37.58	39.04	50.94	42.95
Grade 8	18.94	26.12	26.28	37.88	37.31	31.41	43.18	36.57	42.31
Grade 11	14.81	22.70	15.56	50.37	43.26	38.89	34.81	34.04	45.56
All Grades	18.52	21.88	21.97	40.65	38.63	35.01	40.82	39.49	43.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.29	21.19	20.42	31.18	39.74	41.55	43.53	39.07	38.03
Grade 7	29.45	23.27	25.50	32.88	30.19	32.21	37.67	46.54	42.28
Grade 8	17.42	31.06	23.72	38.64	34.85	37.18	43.94	34.09	39.10
Grade 11	18.52	26.95	19.10	37.78	39.01	42.70	43.70	34.04	38.20
All Grades	22.98	25.39	22.57	34.82	35.85	37.87	42.20	38.77	39.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.53	16.56	16.20	53.53	60.26	52.11	32.94	23.18	31.69
Grade 7	10.96	11.32	9.40	57.53	45.91	51.01	31.51	42.77	39.60
Grade 8	15.04	15.67	15.38	54.14	63.43	52.56	30.83	20.90	32.05
Grade 11	18.38	21.28	12.22	50.74	52.48	61.11	30.88	26.24	26.67
All Grades	14.36	16.07	13.41	54.02	55.21	53.45	31.62	28.72	33.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	24.26	23.84	28.17	34.32	50.33	35.92	41.42	25.83	35.92
Grade 7	21.92	22.01	21.48	41.10	35.85	38.93	36.99	42.14	39.60
Grade 8	20.61	28.36	25.64	36.64	43.28	37.82	42.75	28.36	36.54
Grade 11	30.60	29.79	25.56	40.30	36.88	42.22	29.10	33.33	32.22
All Grades	24.31	25.81	25.14	37.93	41.54	38.36	37.76	32.65	36.50

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	182	163	148	171	158	148	171	158	148	94	96.9	100
Grade 7	152	168	159	138	164	150	138	164	150	90.8	97.6	94.3
Grade 8	140	147	165	137	141	157	137	141	157	97.9	95.9	95.2
Grade 11	153	161	123	144	151	104	143	151	104	94.1	93.8	84.6
All Grades	627	639	595	590	614	559	589	614	559	94.1	96.1	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2490.	2477.	2463.	23.39	14.56	15.54	11.70	17.09	10.81	19.88	26.58	20.95	45.03	41.77	52.70
Grade 7	2513.	2463.	2467.	22.46	10.37	6.00	13.77	14.63	15.33	22.46	17.68	26.67	41.30	57.32	52.00
Grade 8	2520.	2531.	2500.	21.17	24.11	21.02	11.68	14.89	9.55	18.98	17.02	15.92	48.18	43.97	53.50
Grade 11	2503.	2525.	2488.	6.99	12.58	9.62	13.99	14.57	13.46	15.38	15.23	5.77	63.64	57.62	71.15
All Grades	N/A	N/A	N/A	18.68	15.15	13.42	12.73	15.31	12.16	19.19	19.22	18.25	49.41	50.33	56.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	27.06	15.92	19.59	19.41	33.12	16.22	53.53	50.96	64.19
Grade 7	27.54	13.41	11.33	21.01	24.39	28.67	51.45	62.20	60.00
Grade 8	24.24	26.95	22.29	21.21	25.53	18.47	54.55	47.52	59.24
Grade 11	14.79	19.87	15.38	18.31	15.89	12.50	66.90	64.24	72.12
All Grades	23.54	18.76	17.35	19.93	24.80	19.50	56.53	56.44	63.15

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.64	12.03	13.51	33.33	44.30	33.78	45.03	43.67	52.70
Grade 7	23.19	14.02	6.67	32.61	31.71	36.00	44.20	54.27	57.33
Grade 8	16.79	26.95	21.66	35.04	37.59	25.48	48.18	35.46	52.87
Grade 11	8.51	15.23	6.73	30.50	31.13	34.62	60.99	53.64	58.65
All Grades	17.72	16.78	12.70	32.88	36.16	32.20	49.40	47.07	55.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.22	17.83	15.54	30.41	29.94	33.78	47.37	52.23	50.68
Grade 7	23.91	11.59	8.67	41.30	49.39	46.67	34.78	39.02	44.67
Grade 8	20.00	23.40	17.83	39.26	39.72	36.94	40.74	36.88	45.22
Grade 11	10.49	14.57	8.65	48.25	45.03	36.54	41.26	40.40	54.81
All Grades	19.25	16.64	13.06	39.35	41.11	38.64	41.40	42.25	48.30

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1464.1	1422.2	1454.6	1419.7	1473.1	1424.3	29	27
Grade 7	1477.5	1449.3	1470.7	1435.1	1483.9	1463.0	38	29
Grade 8	1488.9	1455.9	1485.4	1439.6	1491.9	1471.7	27	39
Grade 9	1503.1	1446.0	1492.4	1429.9	1513.3	1461.6	38	35
Grade 10	1469.3	1459.3	1453.9	1433.9	1484.3	1484.2	42	53
Grade 11	1467.4	1422.6	1435.3	1389.1	1499.0	1455.6	52	50
Grade 12	1476.4	1516.1	1443.0	1497.1	1509.4	1534.6	36	42
All Grades							262	275

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	18.52	*	33.33	44.83	48.15	29	27
7	*	3.45	28.95	24.14	*	17.24	47.37	55.17	38	29
8	*	0.00	*	23.08	*	25.64	44.44	51.28	27	39
9	*	2.86	34.21	14.29	*	17.14	34.21	65.71	38	35
10	*	3.77	*	16.98	*	24.53	57.14	54.72	42	53
11	*	2.00	23.08	10.00	*	16.00	53.85	72.00	52	50
12	*	9.52	*	23.81	*	26.19	63.89	40.48	36	42
All Grades	8.02	3.27	21.76	18.18	20.23	22.55	50.00	56.00	262	275

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	18.52	*	29.63	*	11.11	41.38	40.74	29	27
7	*	24.14	31.58	6.90	*	27.59	31.58	41.38	38	29
8	*	2.56	*	33.33	*	15.38	*	48.72	27	39
9	*	11.43	31.58	11.43	*	14.29	*	62.86	38	35
10	*	7.55	*	24.53	*	13.21	52.38	54.72	42	53
11	23.08	2.00	23.08	20.00	*	6.00	51.92	72.00	52	50
12	*	16.67	*	33.33	*	11.90	44.44	38.10	36	42
All Grades	22.52	10.55	24.05	23.27	13.74	13.45	39.69	52.73	262	275

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	0.00	*	25.93	82.76	74.07	29	27
7		0.00	*	10.34	*	24.14	71.05	65.52	38	29
8	*	0.00	*	10.26	*	23.08	77.78	66.67	27	39
9		0.00	*	8.57	31.58	20.00	57.89	71.43	38	35
10	*	0.00	*	5.66	*	32.08	76.19	62.26	42	53
11		2.00	*	0.00	26.92	30.00	59.62	68.00	52	50
12		2.38	*	19.05	*	35.71	77.78	42.86	36	42
All Grades	*	0.73	9.16	7.64	18.70	28.00	70.61	63.64	262	275

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	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.70	*	29.63	55.17	66.67	29	27
7	*	3.45	31.58	31.03	55.26	65.52	38	29
8	*	0.00	48.15	28.21	*	71.79	27	39
9	*	2.86	60.53	20.00	31.58	77.14	38	35
10	*	1.89	26.19	52.83	64.29	45.28	42	53
11	*	0.00	40.38	20.00	51.92	80.00	52	50
12	*	0.00	38.89	42.86	58.33	57.14	36	42
All Grades	10.31	1.45	38.93	33.09	50.76	65.45	262	275

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	17-18	18-19	17-18	18-19	17-18	18-19
6	51.72	44.44	*	11.11	37.93	44.44	29	27
7	44.74	34.48	*	27.59	28.95	37.93	38	29
8	44.44	33.33	40.74	25.64	*	41.03	27	39
9	55.26	37.14	*	17.14	*	45.71	38	35
10	35.71	28.30	*	15.09	50.00	56.60	42	53
11	40.38	28.00	*	4.00	48.08	68.00	52	50
12	33.33	59.52	*	11.90	41.67	28.57	36	42
All Grades	43.13	37.09	19.85	15.27	37.02	47.64	262	275

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	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	11.11	89.66	88.89	29	27
7		0.00	*	17.24	86.84	82.76	38	29
8	*	2.56	*	10.26	81.48	87.18	27	39
9		0.00	36.84	25.71	63.16	74.29	38	35
10	*	3.77	*	26.42	85.71	69.81	42	53
11	*	2.00	*	28.00	76.92	70.00	52	50
12		7.14	*	52.38	72.22	40.48	36	42
All Grades	*	2.55	17.94	25.82	79.01	71.64	262	275

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	17-18	18-19	17-18	18-19	17-18	18-19
6		3.70	62.07	44.44	37.93	51.85	29	27
7	*	0.00	47.37	58.62	50.00	41.38	38	29
8	*	2.56	55.56	53.85	*	43.59	27	39
9		0.00	68.42	45.71	31.58	54.29	38	35
10		3.77	45.24	49.06	54.76	47.17	42	53
11	*	0.00	48.08	32.00	48.08	68.00	52	50
12	*	4.76	61.11	57.14	33.33	38.10	36	42
All Grades	*	2.18	54.58	48.00	42.75	49.82	262	275

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 a year, we should start to see an 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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
977	60.4	25.2	1.3
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	246	25.2
Foster Youth	13	1.3
Homeless	26	2.7
Socioeconomically Disadvantaged	590	60.4
Students with Disabilities	136	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	99	10.1
American Indian	4	0.4
Asian	52	5.3
Filipino	25	2.6
Hispanic	648	66.3
Two or More Races	19	1.9
Pacific Islander	1	0.1
White	128	13.1







Conclusions based on this data:

1. Our first year implementation of our marketing plan had a positive impact on registrations for next 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 2020/2021 school year.

School and Student Performance Data

Overall Performance

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
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







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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 38 points below standard Maintained ++1.6 points 53	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 72.8 points above standard Declined -9.1 points 26	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Yellow 61.7 points below standard Increased ++9.6 points 335	Two or More Races  No Performance Color 80.7 points above standard 11	Pacific Islander  No Performance Color 0 Students	White  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 165.1 points below standard Increased Significantly ++17.4 points 91	Reclassified English Learners 75.3 points below standard Declined -3.7 points 49	English Only 19.5 points above standard Maintained ++1.5 points 253
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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.

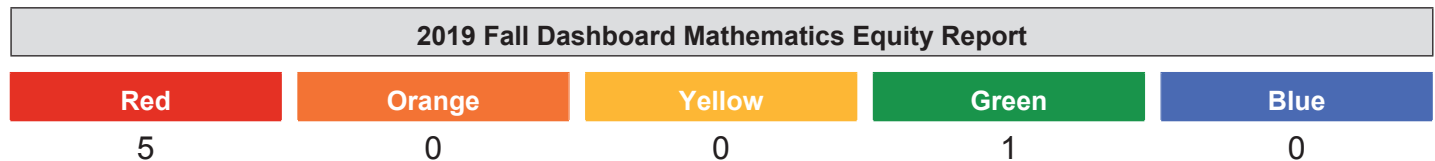
School and Student Performance Data

Academic Performance Mathematics







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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 103.5 points below standard Declined -8 points 53	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 62.7 points above standard Increased ++5 points 27	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Red 118.7 points below standard Maintained ++0.4 points 338	Two or More Races  No Performance Color 35.4 points above standard 11	Pacific Islander	White  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 221.4 points below standard Increased ++4.2 points 94	Reclassified English Learners 126.4 points below standard Declined Significantly -23.5 points 49	English Only 35.4 points below standard Declined -4.6 points 254
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Conclusions based on this data:

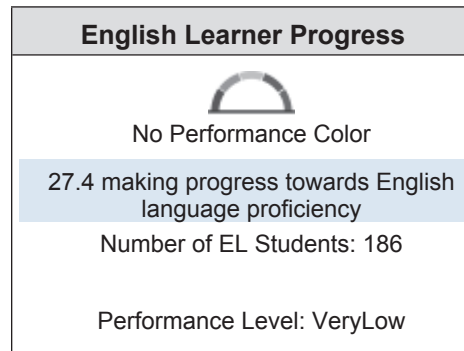
1. Math dept must have a plan to use formative data to inform instruction.
2. Blair has 5 subgroups in the red in math, meaning math is an issue for most students.
3. RFEPs, who usually have strong data, dropped in math as well. Must get math department input to reverse the negative trend and create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

School and Student Performance Data

Academic Performance English Learner Progress

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.

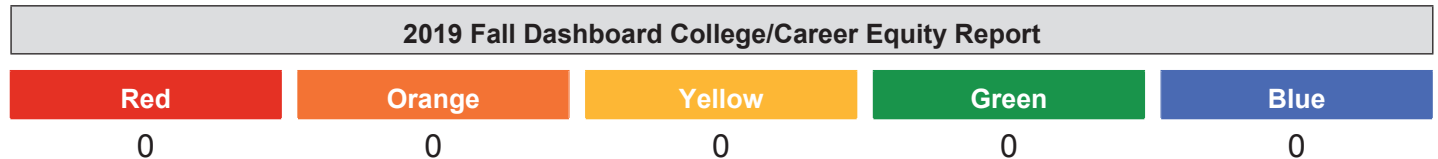
School and Student Performance Data

Academic Performance College/Career







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 on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow 33.3 Increased +5.4 165	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
28 Prepared	28 Prepared	33.3 Prepared
19.6 Approaching Prepared	19.6 Approaching Prepared	17.6 Approaching Prepared
52.4 Not Prepared	52.4 Not Prepared	49.1 Not Prepared

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.

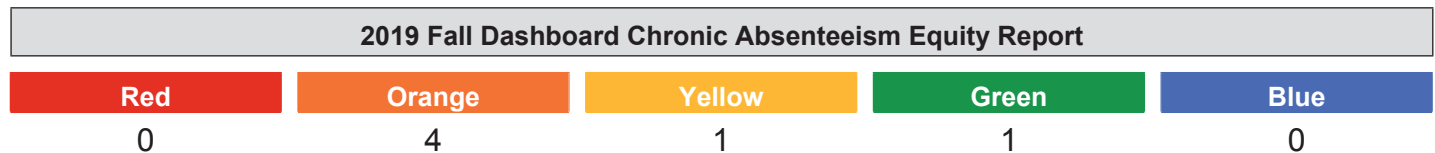
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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		
All Students  Orange 9.5 Increased +0.7 484	English Learners  Orange 15.5 Increased +5.5 103	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  No Performance Color 29.4 Increased +12.7 17	Socioeconomically Disadvantaged  Orange 12.2 Increased +0.6 270	Students with Disabilities  Orange 27.7 Declined -5.6 65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

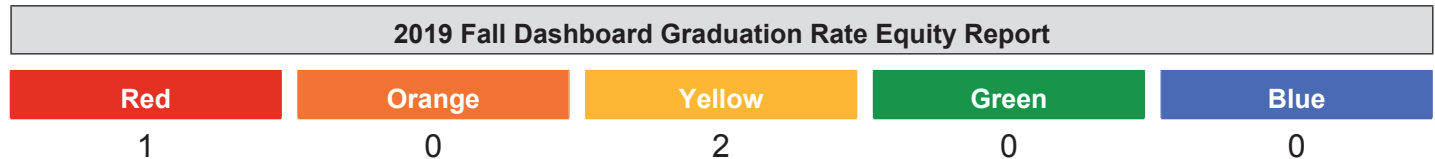
School and Student Performance Data

Academic Engagement Graduation Rate







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 students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 75.1 Increased +4.4 173	English Learners  Red 47.9 Increased +19.9 71	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Yellow 72.6 Increased +3.3 146	Students with Disabilities  No Performance Color 66.7 Maintained 0 15

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 89.5 Increased +3.1 19	 No Performance Color 0 Students	 No Performance Color 85.7 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.4 Increased +3.4 114	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 81.3 16

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
70.8	75.1

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

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red

1

Orange

2

Yellow

4

Green

1

Blue

1

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

All Students



Yellow

5.2

Declined -1.9

1145

English Learners



Yellow

6.5

Declined -1

341

Foster Youth



Orange

39

Declined -2.8

41

Homeless



Red

10.2

Increased +1.4

59

Socioeconomically Disadvantaged



Yellow

7.3

Declined -1.3

763

Students with Disabilities











Yellow

12.5

Declined Significantly -4.6

184

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 8.5 Declined -8.6 118	American Indian  No Performance Color Less than 11 Students - Data 5	Asian  Blue 0 Maintained 0 57	Filipino  No Performance Color 0 Declined -2.9 25
Hispanic  Yellow 5.9 Declined -0.6 780	Two or More Races  No Performance Color 4.3 Declined -8.7 23	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  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 find 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 2020-2021 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.
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.

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)
80,500	LCFF-LCAP

Annual Review

SPSA Year Reviewed: 2019-20

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 2020-2021 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)

English Language Learners

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.
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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2019-20

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.

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; one middle school and one high school. The main issue is getting sub release days on the calendar so that the whole department can be 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 2020-2021 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 ELLs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000

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. Mini ELD Training on A Mondays (professional development) 4 times per year, led by our Instructional Coach.
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 Assistant.

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)

0

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 ELs

Strategy/Activity

9. Blair will pay for a full-time Community Assistant

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)

40000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We had an instructional coach this year at Blair, she was new to secondary and she focused on developing relationships with the staff. The fact that she had new curriculum to learn, slowed her down at the beginning, but she built the foundation to grow in year 2.

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 2020-2021 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, 6, and 7

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. (Updated 1.07.21) Pay for .40 (40%) to hire a new counselor to work specifically with Title I eligible students 40% of the workday. Due to our increase in enrollment, we are gaining a .60 (60%) counselor, SSC voted to approve to pay for an additional .40 to make this position 100% (1.0 FTE)
6. (updated 3.18.21) New Student Initiative to supplement Title I eligible students with proper school supplies to help them be better prepared and/or transition to Blair High School. We are going to use \$5,000 to supplement access to school material to include, but not limited to: folders, binders, paper, pencils, pens, highlighters, staples, a stapler. composition books, school lock, scissors, etc
7. (updated 3.18.21) To provide supplemental IB materials to Title I eligible students. The goal is to have more Title I students enroll and succeed in our IB Diploma courses. We are supplementing the IB Approaches To Learning (ATL) workbooks to all of our Title I eligible students, which was approved by our SSC on March 4th, 2021. These supplemental materials will help them gain better access to the rigors and benefits of IB courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,000	Title I
25,000	Title I
30,000	Title I

Annual Review

SPSA Year Reviewed: 2019-20

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 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.

Very little budget was given 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 2020-2021 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.	Students with disabilities are currently absent at a rate of 27.7% which is indicated as orange on the California Dashboard.	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 concentration of absenteeism within our student population.

Strategy/Activity

1. We will develop and implement a school-wide attendance policy that will be reviewed in each English class within the first few weeks of school.
2. We will have attendance incentives 4 times per year. We will focus on perfect attendance as well as improved attendance.

3. We will flag students with disabilities who are absent 3 or more days in a month. This will be followed up with a personal call home and an attendance goal setting conference.
4. Attendance check-ins during Advisory with all students with disabilities. Attendance will be tracked during Advisory and incentives will be given based on improvement and number of days attended.
5. Restorative circles will be held for students when they are absent for more than 3 days in a month.
6. Students will be flagged in Aeries if they miss more than 3 days per month.
7. Home visits will be made for students who miss more than 3 days, 2 months in a row.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2019-20

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 2020-2021 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

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. Updated on 1.07.21 SSC Approved to purchase International Baccalaureate Approaches to Learning Workbooks (consumables) for every Title I eligible student in grades 6th-12th.
7. (Updated 3.18.21) SSC Approved First Generation Initiative (\$10,000): To increase Family engagement for our Title I eligible students by celebrating their graduation from high school and acceptance to a college or a university. The service provided would highlight students filling out and completing their FAFSA, celebrate these students and families during PTSA meetings, Open House, IB Informational Nights, Back to School Night by purchasing materials to include, but not limited to: canopies, tables, chairs, step and repeat, banners, etc
8. (Updated 3.18.21) SSC Approved use of Title I funds to include purchasing of instructional technology to support both distance and in-person learning for teacher and student use, such as, but not limited to: document cameras, web cams, microphones, graphic organizers, manipulatives, etc

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,000	LCFF-LCAP
25,000	Title I
10,000	Title I

Annual Review

SPSA Year Reviewed: 2019-20

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.

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 no money, so we have no budget differences of note.

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 these staff members hold the key to all stakeholders have 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 2020-2021 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.

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)

8,000

Source(s)

LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

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.

This goal required no funding

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%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1. Parents participate in a Data Chat at the beginning of each year to discuss the progress of their child's English language progress.
2. Instructional Coach is personally reaching out to families to establish rapport and develop a home/school connection.
3. Community Assistant will continue to provide resources to new and continuing families.
4. Community Assistant will promote all school events, including ELAC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

No budget differences to report.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 2

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

Strategy/Activity

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Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$136,394.44
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$264,651.69

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	Allocation (\$)
Title I	\$

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

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

State or Local Programs	Allocation (\$)
	\$
LCFF - Base	\$
LCFF - Supplemental and Concentration (S/C)	\$
LCFF-LCAP	\$

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

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



PASADENA UNIFIED SCHOOL DISTRICT

Title I Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2020-21 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	\$1,941,915.00	9651	\$201.21	606	\$121,933.26

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
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jennifer Higginbotham	Parent or Community Member
Maria Garcia	Classroom Teacher
David Ibarra	Principal
Grace Keshishian	Classroom Teacher
Luis Escalante	Classroom Teacher
Maria Hernandez	Parent or Community Member
Bernadette Cole	Parent or Community Member
Ivan VillaKnowles	Secondary Student
Emily Held	Secondary Student
Alex Chau	Classroom Teacher
Barbara Larson (Alternate)	Parent or Community Member
Kitty Cahalan	Parent or Community Member
Eric Glenn	Classroom Teacher
Maro Yacoubian	Parent or Community Member
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 4, 2021.

Attested:



Principal, David Ibarra on March 4, 2021



SSC Chairperson, Jennifer Higginbotham on March 4, 2021

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/guidanceusesinvestment.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/guidanceusesinvestment.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 Child Welfare, Attendance & Safety

Attendance Improvement Program Attendance Improvement Implementation Plan

School: Blair High School Principal: Mr. David Ibarra

School Number: 080 Counselor: Ms. Favor and Ms. Cordeiro

Date Completed: 04/20/2020 Principal Signature:

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

2018-19 Current ADA Percentage 2018-19 ADA Short Term Goal 2019-20 ADA Long Term Goal

94% 95% 96%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN Strategy & Activity

Description Target Audience/s

Frequency

Daily/Weekly/Monthly/Yearly

Community for Better Schools · Schools for Better Community"

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fax • www.pusd.us

*Identify students with full day unverified
absences and assign 4hrs of Saturday
School to recover ADA.*

*Enlist the help of District resources to work
with Group Homes to improve the school
attendance of their clients.
Students that have recorded unverified
absences that have not been excused prior
to submitting the most current monthly
attendance summary to district accounting.*

----- Group Home
*students/Foster youth
Monthly
Monthly*

----- Ongoing
----- Ongoing
*Increase in Percent Attend (column L) on
previous Monthly Attendance Summary
reports.
Increase in Percent Attend (column L) on
previous Monthly Attendance Summary
reports.
Increase in Percent Attend (column L) on
previous Monthly Attendance Summary
reports.*

----- Decrease in
*the number of Group Home students and
Foster youth with less than 50 %
attendance.*

----- Decrease in

the number of Group Home students and Foster youth with less than 50 % attendance.

----- Decrease in the number of Group Home students and Foster youth with less than 50 % attendance.

Pasadena Unified School District Child Welfare, Attendance & Safety

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Identify any pupil who is chronically truant (a pupil who is absent from school without a valid excuse for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement,

etc.)

Chronically truant students (pupils who are absent from school without a valid excuse for 10% or more of days in one school year) Reports from Aeries or resources such A2A will be run on a monthly basis to identify chronic students Reports from Aeries or resources such A2A will be run on a monthly basis to identify chronic students

Apply interventions on an ongoing basis Goal is to apply interventions to 100% of students who have been identified as chronically truant on a monthly basis Goal is to apply interventions to 100% of students who have been identified as chronically truant on a monthly basis Goal is to apply interventions to 100% of students who have been identified as chronically truant on a monthly basis

Improve the attendance of 50% or more of identified chronically truant students. This will be assessed at each semester's end. Improve the attendance of 50% or more of identified chronically truant students. This will be assessed at each semester's end.

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Pasadena Unified School District Child Welfare, Attendance & Safety

GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description Target

Audience/s Frequency

Daily/Weekly/Monthly/Yearl y

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Community”*

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fax • www.pusd.us

Create electronic publication on how to read the attendance report and what attendance marks are considered as truancy.

---- Communicate to all students that they have access to their student portal to monitor their recorded attendance. Remind them that any recorded absences should

be cleared by their parents/guardians, excused or corrected by teacher, or adjusted by attendance clerk within 3 days.

Create publications delineating attendance expectations (newsletters, brochures & posters) and post at all entrances, exits and common areas throughout the school.

Prepare an attendance bulletin board
(highlight grade level, class, student & staff
attendance success. Also showing how the
school compares to neighboring schools
regarding attendance
All students, parents, and staff.

----- All students

----- All students

Daily on website
Daily on website

Email notification at the beginning of each
semester. ----- At
least at the beginning of each semester.
Email notification at the beginning of each
semester. ----- At
least at the beginning of each semester.
Email notification at the beginning of each
semester. ----- At
least at the beginning of each semester.

----- Update

bulletins and newsletters on a monthly
basis coinciding with monthly theme (ex.
March: "March Madness"; December:
"Deck the Halls with Perfect Attendance")

----- Update

bulletins and newsletters on a monthly
basis coinciding with monthly theme (ex.
March: "March Madness"; December:
"Deck the Halls with Perfect Attendance")
Parent and student understanding of
attendance report and decrease of single
period absences.

----- Increased use
of student portal.

Parent and student understanding of
attendance report and decrease of single
period absences.

----- Increased use
of student portal.

Parent and student understanding of
attendance report and decrease of single
period absences.

----- Increased use
of student portal.

Parent and student understanding of
attendance report and decrease of single
period absences.

----- Increased use
of student portal.

Parent and student understanding of
attendance report and decrease of single
period absences.

----- Increased use
of student portal.

Parent and student understanding of
attendance report and decrease of single
period absences.

----- Increased use
of student portal.

Decrease in number unexcused/unverified
absences and single period absences

----- Update all
publications for every school month

----- Update all
publications for every school month

----- Update all
publications for every school month

Document monthly themes and students'
response

Document monthly themes and students'
response

Pasadena Unified School District Child Welfare, Attendance & Safety

**GOAL 3: PREVENTION &
INTERVENTION Strategy & Activity**
Description Target Audience/s
Frequency
Daily/Weekly/Monthly/Yearl y

*"Discover What's Right About Pasadena Schools ·
Community for Better Schools · Schools for Better
Community"*

Measure of Success

• 351 South Hudson Avenue, Room 206 • Pasadena California 91109 • (626) 396-3600, x 88230 • (626) 793-9858
fax • www.pusd.us

*Have school nurse follow up on students
with long term illness excuse to determine if
home schooling is needed.*

--- *Follow up on students with Independent
Studies contracts and communicate
consequences with parent and student if
terms of the contract are not met*

--

*Communicate to all parents/guardians that
they have access to their student's
attendance record through the Parent
Portal. Remind parents that any recorded
absences should be excused by them,
excused or corrected by teacher, or
adjusted by attendance clerk within 3 days.*

Update student contact information to have correct addresses, valid phone numbers, and email if available.

Students with excess of 1 week of illness excuse

----- Students with
IS contracts

All Parents

Students with returned mail and students with disconnected or blocked phone number

Students with no parent email information
Weekly
Weekly

----- As needed at
the end of each contract period
----- As needed at
the end of each contract period

At least at the beginning of each semester.
At least at the beginning of each semester.

As needed After each grading period
As needed After each grading period
Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- Decrease or
eliminate the number of students with no
ADA due to not meeting contract terms

Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- Decrease or
eliminate the number of students with no
ADA due to not meeting contract terms

Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- Decrease or
eliminate the number of students with no
ADA due to not meeting contract terms

Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- Decrease or
eliminate the number of students with no
ADA due to not meeting contract terms

Decrease or eliminate the number of students with excess of 2 straight weeks of

illness absences.

----- *Decrease or eliminate the number of students with no ADA due to not meeting contract terms*

Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- *Decrease or eliminate the number of students with no ADA due to not meeting contract terms*

Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- *Decrease or eliminate the number of students with no ADA due to not meeting contract terms*

Decrease or eliminate the number of students with excess of 2 straight weeks of illness absences.

----- *Decrease or eliminate the number of students with no ADA due to not meeting contract terms*

Increase in the number of active Parent Portal accounts

Increase in the number of active Parent Portal accounts

Increase in the number of active Parent Portal accounts

Decrease in number of unexcused/unverified absences and single period absences.

Decrease in number of unexcused/unverified absences and single period absences.

Decrease in number of

unexcused/unverified absences and single period absences.

Decrease or elimination of returned mail and decreased number of blocked or disconnected phone notifications.

Decrease or elimination of returned mail and decreased number of blocked or disconnected phone notifications.

Decrease or elimination of returned mail and decreased number of blocked or disconnected phone notifications.

More email notifications sent

Pasadena Unified School District Child Welfare, Attendance & Safety

- Provide students with attendance notifications informing him/her of the attendance band they are currently in. Send a copy of the notification to the parent.

Acknowledge students who have an ADA of 96% or higher and submit them into a raffle drawing every 5-week grading period.

----- *All Students*

----- *Issue notifications and submission of raffle contestants every 5-week period*

----- *Issue notifications and submission of raffle contestants every 5-week period*

----- *Increase overall ADA percentage by 2%, which will be assessed at year's end.*

----- *Increase overall ADA percentage by 2%, which will*

be assessed at year's end.

*----- Increase
overall ADA percentage by 2%, which will
be assessed at year's end.*

It will be progress monitored by assessing

*ADA figures at every attendance month.
Info will be provided by TAA.*

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fax • www.pusd.us

BLAIR HIGH AND MIDDLE SCHOOL
An International Baccalaureate Programme
SCHOOL COMPACT 2020-2021

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

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

David Ibarra, Principal

Principal, Blair High

About Our School

Blair High School, an IB World School, offers the IB Middle Years Program (grades 6 – 8) and the Diploma and Career-related programs (grades 9 – 12) in an academically challenging and culturally rich environment. Authorized in 2002, by the International Baccalaureate Organization, Blair School teaches students to think critically and independently and to inquire carefully and logically. Blair provides an environment where a shared commitment (by staff, students, parents, and community) to learning, cooperation, tolerance, and self-discipline enables its students to become lifelong learners and responsible participants in our culturally diverse, democratic society.

Contact

Blair High
1201 South Marengo Ave.
Pasadena, CA 91106-4265

Phone: 626-396-5820
Email: ibarra.david@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Blair High
Street	1201 South Marengo Ave.
City, State, Zip	Pasadena, Ca, 91106-4265
Phone Number	626-396-5820
Principal	David Ibarra, Principal
Email Address	ibarra.david@pusd.us
Website	http://blair.pusd.us
County-District-School (CDS) Code	19648811931062

Last updated: 12/31/2019

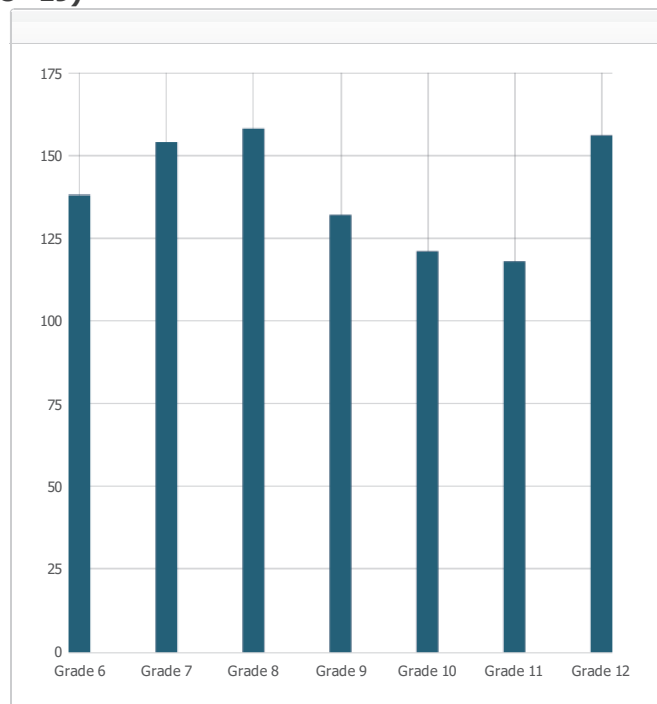
School Description and Mission Statement (School Year 2019—20)

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

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	138
Grade 7	154
Grade 8	158
Grade 9	132
Grade 10	121
Grade 11	118
Grade 12	156
Total Enrollment	977



Last updated: 12/31/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.10 %
American Indian or Alaska Native	0.40 %
Asian	5.30 %
Filipino	2.60 %
Hispanic or Latino	66.30 %
Native Hawaiian or Pacific Islander	0.10 %
White	13.10 %
Two or More Races	1.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.40 %
English Learners	25.20 %
Students with Disabilities	13.90 %
Foster Youth	1.30 %
Homeless	2.70 %

A. Conditions of Learning

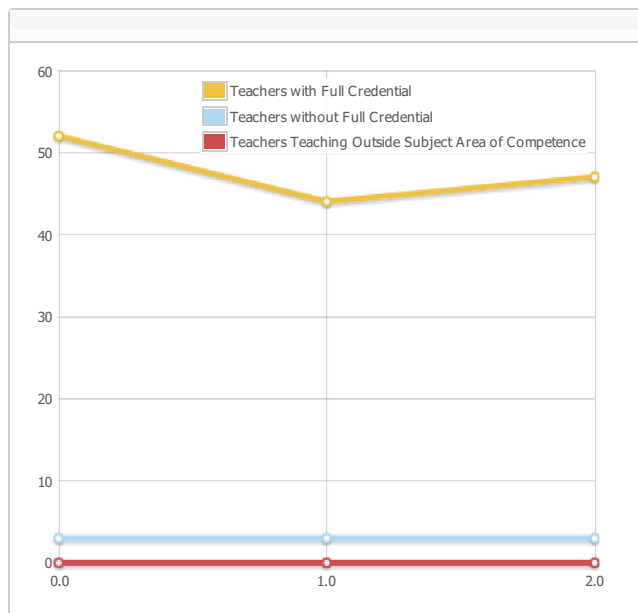
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

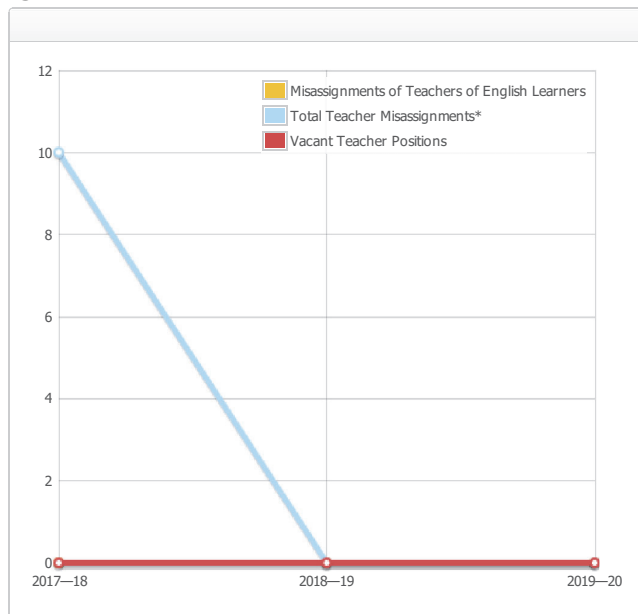
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	52	44	47	718
Without Full Credential	3	3	3	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	10	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010 10RLA 10, 11,12 Holt, Rinehart & Winston Holt Literature and Language Arts Fourth Course 2003 12RLA 12 Pearson Prose Reader 2009 12RLA 12 CSU Press 2nd edition ERWC/ booklet 2013 AP English 11, 12 Bedford/St. Martin Press The Bedford Reader High School Edition 2009 AP English 11, 12 Pearson 100 Great Essays, 4th ed 2011 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Level A, B, C 2009 ELD 1 - 3 6-12 Houghton Mifflin/Scholastic English 3D ELD 1 - 3 6-12 Houghton Mifflin/Scholastic READ 180 Stage B, C 2012 ELD 1-5 6,7,8 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017 MATH 6-8 Amazon TenMarks 6th-12th Mathematics Holt, Rinehart & 2008 MATH (1, 2, 3) 9-12 Carnegie Learning Integrated Math 1 2016 9th-12th Mathematics McDougal Littell 2008 Advanced Math 9-12 McDougal Littell PreCalculus With Limits 2007 IB Math 11 & 12 Haese and Harris Mathematics for the International Student Mathematical Studies SL 2012 AP Statistics 9-12 Prentice Hall Modeling the World 2007 Calculus 9-12 McDougal Littell Calculus 2008 Calculus (AB, BC) 9-12 Houghton Mifflin Calculus of a Single Variable 2006 AP Calculus 9-12 Houghton Mifflin Calculus of a Single Variable 2006 Calculus Fundamentals 9-12 Key Curriculum Press Calculus Concepts and Applications 2008 College Prep Math 12 Pearson Integrated Arithmetic & Basic Algebra 2013 Math Topics 9-12 Holt, Rinehart & Winston Holt California Geometry 2008 Statistics 9-12 Brase/Brase Understandable Statistics 2008	Yes	0.00 %
Science	6th-8th Science CPO Science 2007 AP Biology 9-12 McGraw-Hill High School Binding Biology 2005 AP Biology 9-12 Paradigm Biotechnology 2007 AP Physics 9-12 Pearson Prentice Hall Physics 2009 AP Physics 9-12 Pearson Physics: Principles with Application 2014 Biology 9-12 Holt, Rinehart & Winston Holt Biology© 2006 2005 Biotechnology 9-12 Paradigm Biotechnology 2007 Chemistry 9-12 Prentice Hall Chemistry© 2005 2005 Earth Science 9-12 McDougal Littell Earth Science 2005 IS Science 9-12 McDougal Littell Earth Science 2005 IB Biology 9-12 Pearson Biology, The Unity and Diversity of Life 2005 IB Physics 9-12 Pearson Prentice Hall Physics 2005 Physical Science 9-12 Prentice Hall Conceptual Physics© 2006 ELD Science 9-12 Great Source Access Science 2005 IB Sports Medicine 11, 12 Oxford Press IB Diploma Sports, Exercise & Health Course companion 2012 Integrated Science 9-12 Pearson Conceptual Integrated Science 2013	Yes	0.00 %
History-Social Science	6HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 6HSS/ DLIP 6 Houghton Mifflin Reflexiones 2006 7HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006	Yes	0.00 %

	<p>7HSS/DLIP 7 McDougal Littell La Historia Universal: Historia medieval e inicios de a epoca moderna 2006</p> <p>8HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006</p> <p>8 HSS/DLIP 8 McGraw Hill CA Discovering Our Past: The American Journey to WW1 8th (Spanish)</p> <p>6th-8th Social Science/History Glencoe 2006</p> <p>9th-12th Social Science/History Holt, Rinehart & Winston 2006</p> <p>9th-12th Social Science/History McDougal Littell 2007</p> <p>AP Economics 9-12 Southwestern Publishing Principles of Economics 2007</p> <p>AP European History 9-12 Wadsworth Cengage Learning History of Western Society 2009</p> <p>AP Government 9-12 Cengage AP Edition American Government 2015</p> <p>AP Government 9-12 Houghton Mifflin American Government Advanced 2006</p> <p>AP US History 9-12 Cengage Learning American Pageant 2016</p> <p>AP World History 9-12 Cengage Learning Voyages in World History 2017</p> <p>Business Economics 12 Holt, Rinehart & Winston Holt Economics 2006</p> <p>History-ELD 9-12 Great Source Ed Group/HMH American History 2005</p> <p>Government 9-12 Prentice Hall Magruder's American Government 2006</p> <p>Honors World History 10 Bedford/St. Martin Press Ways of the World: A Global History 2012</p> <p>IB History 12 Pearson Longman The Origins of the Cold War 2003</p> <p>US History 9-12 McDougal Littell The Americans: Reconstruction to the 21st Century© 2007</p> <p>World History 9-12 Prentice Hall World History The Modern World© 2007</p> <p>AP World History 10 Longman Documents in World History 2003</p> <p>ELD History 9-12 Great Source Education Group/HMH Access American History 2008</p> <p>ELD History 9-12 Great Source Education Group/HMH Access World History 2008</p>		
Foreign Language	<p>AP Spanish 9-12 Vista Higher Learning Temas 2015</p> <p>AP Spanish 9-12 Vista Higher Learning Spanish for Mastery 3 2015</p> <p>IB Spanish 9-12 Pearson/Prentice Hall Conexiones 2015</p> <p>Spanish 1 9-12 Houghton Mifflin Avancemos I 2013</p> <p>Spanish 2 9-12 Houghton Mifflin Avancemos 2 2013</p> <p>Spanish 3 6-12 Houghton Mifflin Avancemos 3 2013</p>	Yes	0.00 %
Health	<p>Teen Talk – Health Connected, Advocates for Youth 2016</p> <p>Health 9-12 Pasadena Unified School District Course Outline</p> <p>IB Sports Medicine 11, 12 Oxford Press IB Diploma Sports, Exercise & Health Course companion 2012</p> <p>AP Psychology 9-12 Myers Myers Psychology for AP 2nd edition 2014</p>	Yes	0.00 %
Visual and Performing Arts	<p>Art History AP Art History 9-12 Cengage Learning Art Through the Ages 15th edition 2016</p> <p>VAPA Art K-12 SRA Art Connections 2008</p> <p>VAPA Music K-12 Silver Burdett, Making Music 2008</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

Blair High and Middle School was originally constructed in 1964 and is currently comprised of 54 classrooms, a library, a staff lounge, a gymnasium, a cafeteria/multi-purpose room, and converted shops which now house the music center and a JROTC headquarters.

Blair opened its new middle school building in August 2011. In March 2019, students and staff returned to a modernized high school campus, which includes, among other things, technology-friendly classrooms, a dedicated counseling office, a high school-appropriate library, and a spacious family resource center, all of which support student achievement and quality instruction.

The Cleaning Process:

Blair High and Middle School provide a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with eight custodians to monitor sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Blair High and Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office.

A \$23.7 Modernization project was completed in February 2019.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Good	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Good	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repair needed.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	No Repair needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
----------------	------

Last updated: 1/10/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	40.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	26.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	595	540	90.76%	9.24%	40.26%
Male	311	275	88.42%	11.58%	33.94%
Female	284	265	93.31%	6.69%	46.79%
Black or African American	58	57	98.28%	1.72%	36.84%
American Indian or Alaska Native	--	--	--	--	
Asian	28	27	96%	3.57%	85.19%
Filipino	--	--	--	--	
Hispanic or Latino	406	361	88.92%	11.08%	28.06%
Native Hawaiian or Pacific Islander					
White	77	72	93.51%	6.49%	81.94%
Two or More Races	12	11	91.67%	8.33%	81.82%
Socioeconomically Disadvantaged	366	323	88.25%	11.75%	22.67%
English Learners	206	164	79.61%	20.39%	4.91%
Students with Disabilities	81	75	92.59%	7.41%	14.67%
Students Receiving Migrant Education Services					
Foster Youth	11	10	90.91%	9.09%	0.00%
Homeless	26	22	84.62%	15.38%	13.64%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	595	559	93.95%	6.05%	25.58%
Male	311	287	92.28%	7.72%	23.00%
Female	284	272	95.77%	4.23%	28.31%
Black or African American	58	57	98.28%	1.72%	21.05%
American Indian or Alaska Native	--	--	--	--	
Asian	28	28	100%	0.00%	71.43%
Filipino	--	--	--	--	
Hispanic or Latino	406	379	93.35%	6.65%	16.89%
Native Hawaiian or Pacific Islander					
White	77	72	93.51%	6.49%	50.00%
Two or More Races	12	11	91.67%	8.33%	63.64%
Socioeconomically Disadvantaged	366	340	92.90%	7.10%	11.47%
English Learners	206	181	87.86%	12.14%	1.66%
Students with Disabilities	81	76	93.83%	6.17%	3.95%
Students Receiving Migrant Education Services					
Foster Youth	11	11	100.00%	0.00%	0.00%
Homeless	26	22	84.62%	15.38%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

- Students in PUSD are offered courses in the following CTE Industry Sectors:

Arts, Media, and Entertainment

Business and Finance

Engineering and Architecture

Health Science and Medical Technology

Hospitality, Tourism, and Recreation

Information and Communication Technologies

Public Service

- Course sequences are offered in all of the above Industry sectors by PUSD, these courses are directly aligned with high wage, high need jobs in our community and sequences with our local community college. Courses are sequenced in the following pathways:

Public and Community Health

Production and Management

Design, Visual & Media Arts

Business Management

Engineering Design

Food Service and Hospitality

Software & Systems Development

Graphic Productions Technology

Legal Practice

Patient Care

A complete list of Pasadena USD CTE courses can be found online: <https://www.pusd.us/CTEcoursesequence>

- PUSD has a district-level advisory board that consists of the following participants:

Amy Foell, Pasadena Chamber of Commerce – Regional Workforce Representative

Mitch Aiken, CalTech – Post Secondary Representative

Andy Tien, Pasadena Service Federal Credit Union – Business and Finance Representative

Thom Coston, Light Bringer Project – Arts, Media, and Entertainment Representative

Lesly Ito, Armory Center for the Arts -- Arts, Media, and Entertainment Representative

Dr. Donald Grant, Pacific Oaks College - Post Secondary Representative

Mary Jane Jonstone, Huntington Hospital – Health Science and Medical Technology Representative

Joel Robinson, (retired) Exxon -- Engineering and Architecture Representative

Bob Harris, Restaurant (Green Street) owner -- Hospitality, Tourism & Recreation Representative

Raymond Ealy, Tech company owner --Information and Communication Technology Representative

Lt. Tracy Ibarra, Pasadena Police Dept. --Legal Practice Representative

Last updated: 1/10/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	233
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.70%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/9/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	70.62%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	45.19%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.70%	31.80%	37.00%
9	11.50%	22.10%	50.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

C. Engagement

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 2019—20)

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

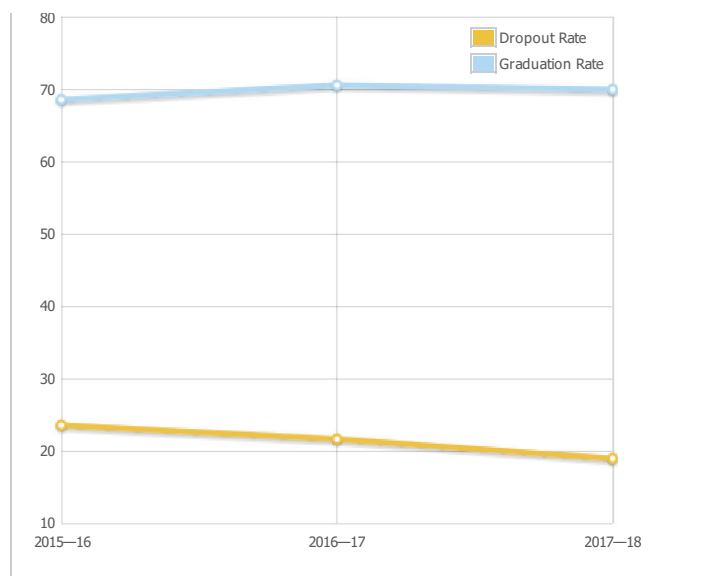
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	23.50%	10.00%	9.70%
Graduation Rate	68.50%	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	21.60%	18.90%	--	7.90%	9.10%	9.60%
Graduation Rate	70.50%	69.90%	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/31/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	7.50%	7.20%	8.60%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The staff at Blair School is committed to providing a safe and nurturing learning environment that promotes academic achievement. Its goal is to ensure that each student and staff member in the learning environment is able to succeed to the best of their abilities.

Blair School is committed to providing a learning environment that is free from discrimination, threats, bullying, and harassment for all students. The staff works to ensure that all students have the opportunity and support to develop to their fullest potential and that all students have a personal, meaningful bond with someone in the school community. Staff is committed to creating a system change through the use of comprehensive and integrated delivery of programs and services designed to prevent drug use and violence and to promote the healthy mental and emotional development of our students and their families.

Blair School has created a safe school environment for students and staff that support academic achievement and social development in an accepting, inclusive and multicultural setting. Through the development of an integrated school safety plan that incorporates Prevention Programs, an up-to-date Emergency Response Plan, and a Recovery Plan designed to assist students and staff in their emotional recovery from an emergency or disaster, the school's vision is realized.

The school's Comprehensive Safety Plan is updated annually by the leadership and is fully compliant with state guidelines. The plan was most recently updated and reviewed with school staff in 2019. The safety of students and staff is a primary concern of Blair High and Middle School. Security personnel is on campus during the day to ensure student safety, and local police are always responsive.

Visitors to Blair School are required to sign in at the office and display a school-issued identification badge. Visitors who are minors are not permitted on campus during school hours.

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.00	9	18	10
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	2	21	5
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	20.00	15	14	5
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	23	13	11
Mathematics	20.00	19	9	3
Science	26.00	9	9	12
Social Science	26.00	9	16	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	28	11	12
Mathematics	20.00	28	11	7
Science	23.00	15	14	7
Social Science	25.00	14	12	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	30	10	8
Mathematics	19.00	22	19	2
Science	21.00	17	10	8
Social Science	22.00	17	17	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/31/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	574.70

*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.

**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

*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.

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8759.24	\$2377.68	\$6381.56	\$72610.66
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	5.78%	-0.23%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-14.99%	-11.48%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Blair School has a diverse student population with the majority of students being Hispanic/Latino. Blair houses PUSD's International Academy, a specialized program designed for students in grades six through 12, whose primary language is not English and have been in the United States twelve months or less. The program offers English Learner (EL) students the support and instruction needed to reach English proficiency as each student learns how to speak, read and write in core subjects. The school's students speak more than 20 different world languages. Approximately, 55% of the students qualify for free/reduced lunch.

Blair has very active parental involvement. Parents are supportive of the school and its programs through Parent Student Teacher Association (PTSA), English Learner Advisory Committee (ELAC), Middle School Advisory, School Site Council (SSC), Dual Language Immersion Parent Advisory Committee (DLIP - PAC), Blair Design Team, Music Boosters, and other parent groups. In 2018-2019, parents donated approximately 1,000 volunteer hours to support the students and programs at Blair School.

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 the National Academy Foundation (NAF) Certified Model Academy designation in 2016. The HCA works closely with advisory board members from local medical agencies and community organizations.

Blair also has students enrolled in the Spanish Dual Language Immersion Program. In 2018-2019, approximately 104 students were enrolled in grades 6- 10. Blair has a very active and productive Marching Band lead by a music teacher.

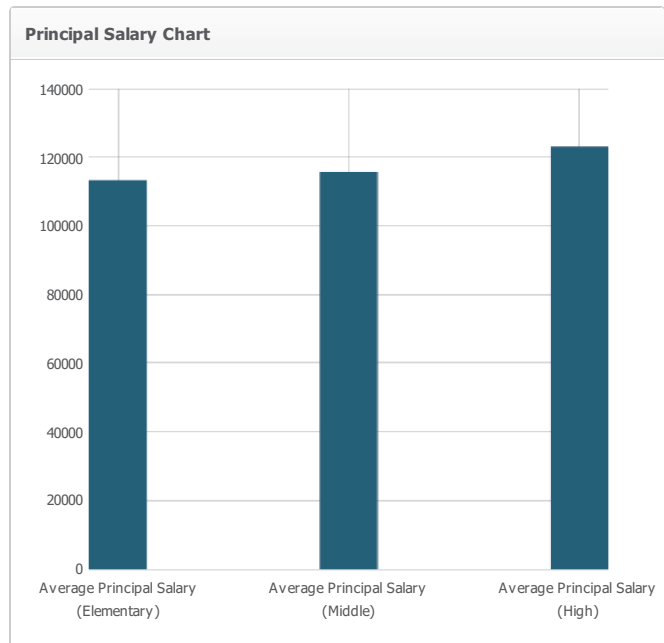
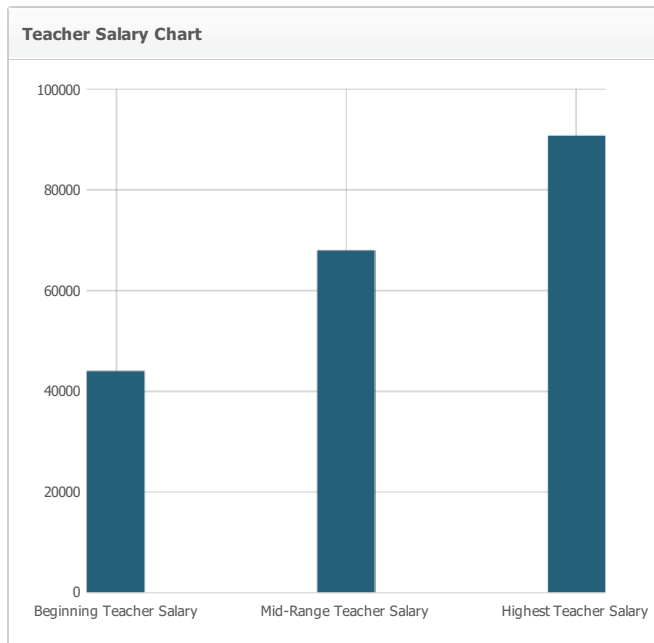
Students with disabilities.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	3.70%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19



Pasadena Unified School District

**School Plan for Student Achievement (SPSA)
Theory of Action Form
2020-21**

If we...	Then...	So that...
ELA Goal #1 (\$80,500) *If we provide ELD professional development to all teachers in 2020-2021... If we analyze data on HMRI, Renaissance, and ELPAC... *If we focus on our Approaches to Learning...	 -teachers will have a common toolkit for modifying instruction, scaffolding, and differentiating instruction for support in academic language development and learning. -teachers will routinely use data to assess students' needs, identify gaps in knowledge, and adapt their instruction to match the students' deficits. -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.	 -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.

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* Corresponds with recommendations from ELAC



Pasadena Unified School District

If we...	Then...	So that...
<p>Math Goal #2: Total=\$3,000</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>-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>-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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*If we collaborate with local universities/colleges and design an embedded math intervention program for all beginning level math courses using co-teaching/tutoring or College math tutors from Caltech or PCC...	-Students will have an opportunity to receive math support and intervention during the school day.	
--	--	--

If we...	Then...	So that...
ELs Goal #3 Total=\$60,000		

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<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>*If we conduct Data Chats with EL students at the beginning of each semester...</p>	<p>-teachers will have a common toolkit for modifying instruction, scaffolding, and 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>-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 or more points.</p>
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*If we conduct a Data Chat with parents/guardians of EL students at the beginning of each academic year...	-parents will understand where their child currently is as an EL and what their child needs to accomplish in order to advance as an EL.	
*If we focus on Academic Language and daily oral language practice in ELA classes...	-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.	
*If we commit to regular parent outreach/check-ins by our Community Assistant...	-parents will feel a direct connection to their school and will have the knowledge & support they need to facilitate their child's EL growth.	

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If we...	Then...	So that...
College and Career Goal #4 Total=\$13,000 *If we create a cohort checklist of all students for every grade level... *If we create, register, and get pathway courses approved... If we request and register students for dual enrollment courses at PCC... *If we offer intervention support for students earning a C or lower in HCA courses...	 -we can keep track of and tag all students who fulfill the college and career indicators -our students will have more opportunities to meet the college and career indicators -our students will obtain college credit while enrolled at Blair -HCA students will be better equipped to earn higher grades in their HCA courses	 -we can increase our college and career indicators by at least two points.

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If we...	Then...	So that...
Chronic Absenteeism Goal #5 Total=\$8,000 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... If we have attendance incentives 4 times per year... If we flag students with disabilities who are absent 3 or more days in a month... *If we personally call home and complete an attendance goal setting conference...	 -students and staff will have a clear understanding of the school-wide attendance policy and can successfully adhere to the plan -there will be a positive frame around school attendance and students will be motivated to attend school regularly -we will have a system to monitor attendance for our students with disabilities -we can connect with students and families to determine the reason for the absences and goals can be set for improving attendance	 -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.

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Pasadena Unified School District

<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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Pasadena Unified School District

If we...	Then...	So that...
Grad Rate Goal #6 Total=\$11,000 *If we prioritize obtaining and applying international course credits for all newcomers... *If we create an easy to understand visual/diagram/timeline of graduation requirements... *If we hold mandatory meetings for all English Learner families...	 -there will be no repetition of courses -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 -we can communicate, in a student's home language, graduation deadlines and requirements	 -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.

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*
Corresponds with recommendations from ELAC



Pasadena Unified School District

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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Pasadena Unified School District

*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	
--	---	--

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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*
Corresponds with recommendations from ELAC



Pasadena Unified School District
Instructional Services
 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 2020-21 school year. 2 = This practice is being implemented for the first time during the 2020-21 school year. 3 = This practice is being developed now to be implemented during the 2020-21 b 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?			✓
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?			✓
Are GATE services provided to students during the regular instructional school day?			✓
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			✓
Are all parents informed of the GATE Parent Education Workshops offered by the District?			✓
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?			✓

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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?			✓
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			✓
Does the plan inform parents and teachers of the GATE referral window of August - September?			✓
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			✓
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?			✓
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			

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	1	2	3
<u>Middle School</u>			
Are high-achieving GATE students placed in accelerated or honors classes?			✓
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 used in the development of the School 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 			✓
<u>High School</u>			
Do honors classes offered in the core subject areas of ELA and math 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?			✓
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			✓
Are Advanced Placement classes available?			✓
Is the IB diploma/certificate program available?			✓
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 or demonstration options?			✓
Are the following instructional options used in the development of the School 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 			✓
<u>All Grades</u>			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist 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 GATE Principals Checklist annually as needed?			✓
Does the School Site Council review and approve the GATE Principal's Checklist annually?			✓

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Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			✓
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?			✓
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?		✓	
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?	✓		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			✓
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?			✓
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			✓
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 Individual Learning Plan 		✓	
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 		✓	

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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?		✓	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?		✓	
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?		✓	
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?		✓	
Is the School GATE Plan shared with parents and the community effectively and systematically?		✓	

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?			✓

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

By January 2021, Blair will increase by 15% the number of students participating in the GATE Program at Blair Middle School. By August of 2020, Blair High School will have a 10% increase of students participating in an AP or IB course, when compared to the 2019/2020 school year.

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

Xiomara Tovar and Christine McLaughlin

School: Blair High School**Date Approved By School Site Council:** 4.20.20**Dates and times of calendared site GATE advisory meetings 2020-21:**

	date	topic		date	topic
1st meeting			3rd meeting		
2nd meeting			4th meeting		

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

School Site Council Meeting **MINUTES**

Thursday, March 4, 2021
Google Remote Meeting – 3:34 p.m.

I. Call to Order: Bernadette Cole called the meeting to order at 3:34 pm.

II. Roll Call:

Attendees

Staff: Grace Keshishian, Alex Chau, Mr. Ibarra, Eric Glenn, Maria Garcia , Monique Baca-Geary, Lili Zhou Tang, Mr. Hicks, Mr. Wong,

Parents: Bernadette Cole, Jennifer Higginbotham, Maro Yacoubian

Students: Ileana Zieger, Karen Frias, Jose Suarez

Absent Julio Venegas

Guests: Missy Griffin, Barbara Larson, Elizabeth Belt, Ene Sedano

III. Minutes for February 4, 2021 were approved by 1st Jennifer Higginbotham and 2nd Mr. Ibarra. All approved

IV. New Business:

-Opening Plan in place: There is a plan to add parents and students

Admin: Mr. Ibarra, Ms. McGinnis, Dr. Perez

Custodians: Tony

CSEA: Tonia Vasquez, Julio Venegas

Food Services: Mrs. Kelly

UTP: Mrs. Russell, Mr. Chau, Mrs. Law, Mr. Wong, Ms. Monique Baca-Geary

Health Office: Ms. Padilla (Nurse)

District Office: Mr. Ruelas

Items currently at Blair: Air purifiers (59), Simultaneous learning cameras (45), Portable hand sanitizing stations (45 HS) (25 MS), Thermometers (35)

PPE (face masks, hand sanitizer, face shields)

The team has updated the campus maps & signage

V. Old Business: Budget

-Counselor was not approved for the (.40) position.

-New proposal: Money to be used for IB training, lesson planning, and on going support for teachers.

-14 people for IB training (virtual) \$500 x 14=\$7,000

-IB Coordinators and Mr. Ibarra want to contract with an IB authorized trainer to work with 20 teachers.

- *A Mondays
- *Some summer hours
- * Ongoing A Mondays next year
- * \$15,000 is the proposal

IB Assessments: Dr. Blanco agreed to spend \$20,000-Current Bill is \$23,000 Mr. Ibarra is asking for money the exceeds the \$20,000 which is \$3,000

-IB students that can't pay for IB tests

*Motion to approve spending \$25,000 (IB training \$7,000, IB Assessments \$3,000 and on going IB training throughout the year \$15,000)

1st Ms. Keshishian and 2nd Ms. Yacoubian-All in favor

VI. Principals Report:

Open Enrollment Projections: Ends today

-6th grade -112 applicants (Priority 85/27 already enrolled)

Athletics: Season 1 & 2 have started indoor sports conditioning and practice outside

Season 1 high contact sports (football and water polo require weekly COVID testing).

The following sports have officially started conditioning/practicing: Cross Country, Baseball, Boys Basketball, Girls and Boys Water Polo, Girls Volleyball, Girls/ Boys Soccer and Tennis

Staffing:

-Blair will lose 2 teaching positions this year

Excellence Assembly: Last semester of last year (2020 Spring) & 1st Semester (Fall 2020) of this year

Disaster Drill: Updating with the COVID-Response Team

-Earthquake & Fire drills will be updated when the school knows when we are going to go back to school (in person). Right now, it is the same plan except the change in personal. Lead teachers are Mr. Rodriguez and Mr. Hicks. The committee wants to know what supplies are needed and the response team will make a list.

CWAS will update the water bottles (pending) and food in the emergency buckets have been replaced.

-There will be a certain flow of traffic going up and down the stairs. A Video will be created.

-There will be 2 isolation areas, one for testing students/staff for COVID and a waiting area to go home.

*Motion to Approve the Safety Plan, 1st Ms. Baca-Geary & 2nd Mr. Chau. All in favor

VII. Subcommittee, ASB and Other Reports

- **DAC** meeting will be held on March 8th at 5:30. Dr. Barnes and Mr. Hernandez will discuss Facility and Safety.
- **ASB:** Is having a Scavenger Hunt in Pasadena. The Among Us activity went well. They are making posters for the Excellence Award day.

Adjournment:

Meeting adjourned at 4:44 pm by Ms. Cole, 1st Motion Ms. Jennifer Higginbotham & 2nd Ms. Keshishian
Next virtual meeting will be held on April 1st @3:30 pm virtually
Minutes prepared by Grace Keshishian