

Blair High
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	1201 South Marengo Ave. Pasadena, CA , 91106-4265	Principal:	Amy McGinnis, Principal
Phone:	(626) 396-5820	Grade Span:	6-12

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Amy McGinnis, Principal

📍 Principal, Blair High

About Our School



Contact

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

Phone: [\(626\) 396-5820](tel:6263965820)

Email: blanco.elizabeth@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

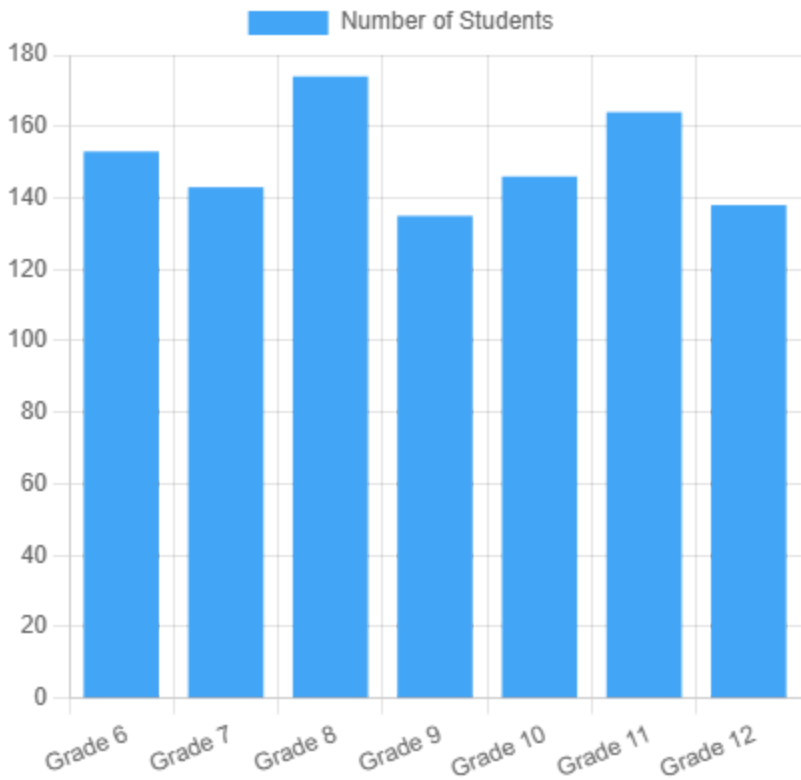
School Name	Blair High
Street	1201 South Marengo Ave.
City, State, Zip	Pasadena, CA , 91106-4265
Phone Number	(626) 396-5820
Principal	Amy McGinnis, Principal
Email Address	mcginnis.amy@pusd.us
Website	http://blair.pusd.us
Grade Span	6-12
County-District-School (CDS) Code	19648811931062

School Description and Mission Statement (School Year 2025–26)

The school's mission is to create a safe environment for students and staff that supports academic achievement and social development in an accepting, inclusive, and multicultural setting.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	153
Grade 7	143
Grade 8	174
Grade 9	135
Grade 10	146
Grade 11	164
Grade 12	138
Total Enrollment	1053



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	46.10%	English Learners	20.70%
Male	53.80%	Foster Youth	0.90%
Non-Binary	0.10%	Homeless	3.40%
American Indian or Alaska Native	0.10%	Migrant	0.00%
Asian	2.50%	Socioeconomically Disadvantaged	57.90%
Black or African American	7.00%	Students with Disabilities	12.20%
Filipino	1.70%		
Hispanic or Latino	65.40%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	3.30%		
White	19.40%		

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.90	80.44%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	1.46%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	7.46%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.71%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	5.10	8.90%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	58.30	100.00%	763.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.50	77.35%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.80	1.58%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	7.42%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	2.61%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	5.70	10.97%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	52.40	100.00%	731.40	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.60	75.65%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.70	2.95%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.10	12.46%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.49%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	4.80	8.41%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	57.70	100.00%	745.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.90	0.7	0.00
Misassignments	3.40	3.1	7.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	4.30	3.8	7.10

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.7	0.00
Local Assignment Options	0.00	0.6	0.20
Total Out-of-Field Teachers	1.00	1.3	0.20

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3%	5.3%	11.40%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7%	1.6%	1.20%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts	English 3P~ 11th Grade Language of Honors/IB Composition English HL (2008) 11th/12th Grade ERWC Packets / Digital Version ERWC - 12th Grade StudySync ELA (2021) consumable workbook & digital English - Grades 6 StudySync ELA (2021) consumable workbook & digital English - Grades 7 StudySync ELA (2021) consumable workbook & digital English - Grades 8 StudySync ELA (2021) consumable workbook & digital English - Grades 9 StudySync ELA (2021) consumable English - Grades 10	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	workbook & digital StudySync ELA (2021) consumable workbook & digital	English - Grades 11
	Cahiers de saviors et d'activites A et B	French Language Arts - Grade 6
	Echos 1, Cahiers de saviors et d'activites	French Language Arts - Grade 7
	Echos 2, Cahiers de saviors et d'activites	French Language Arts - Grade 8
	Language of Composition 3rd Edition (2018) - NEW	IB English 11/12 Grade
	Perine's Literature: Structure, Sound, and Sense	IB English HL - 12th Grades
	Everything's an Argument	IB English HL - 11th/12th Grade
	Inside Level A	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12
	Inside Level A Writing	ENGLISH LANGUAGE DEVELOPMENT

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	1 ~GRADES 9-12 ENGLISH Inside Level A Practice Book LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 ENGLISH Inside Level A Writer's Workout LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 ENGLISH Inside Level B LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH Inside Level B Writing LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH Inside Level B Practice Book LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH Inside Level B Writer's Workout LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 Edge Introduction Course - Grammar and Writing Practice Book (2009) English Language Development Level A-D	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Edge Introduction Course - English Grammar Language and Writing Development Practice Level A-D Book (2014)	
	Edge Introduction English Course - Language Interactive Development Reader Level A-D Workbook	
	English 3D Course A ALD 6th - 12th Volume 2	
	English 3D Course A ALD 6th - 12th Volume 2	
	WORKBOOK English 3D Course B ALD 6th - 12th Volume 1 (MS Blair) (2021)	
	English 3D Course B ALD 6th - 12th Volume 1 (MS Blair) Workbook	
	English 3D Course B ALD 6th - 12th Volume 2	
	English 3D Course B ALD 6th - 12th Volume 2	
	WORKBOOK English 3D ALD 6th - 12th Course C (HS Blair)	
	English 3D ALD 6th - 12th Course C (HS Blair) Workbook	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
Mathematics	iReady Classroom 6: Vol 1 (2024)	Math 6 and Math 6 Honors	0
	iReady Classroom 6: Vol 2 (2024)	Math 6 and Math 6 Honors	
	iReady Classroom 7: Vol 1 (2024)	Math 7	
	iReady Classroom 7: Vol 2 (2024)	Math 7	
	iReady Classroom 8: Vol 1 (2024)	8th Grade/(8th Marshall) and 7th Grade Honors Math	
	iReady Classroom 8: Vol 2 (2024)	8th Grade/(8th Marshall) and 7th Grade Honors Math	
	Reveal Integrated Math I (Digital Access)	Integrated Math I/Math I Honors	
	Reveal Integrated Math II (Digital Access)	Integrated Math II/Math II Honors	
	Reveal Integrated Math III (Digital Access)	INTEGRATED MATH III	
	Precalculus with Limits	Integrated Math III Honors/Precalculus	
	IB SL Applications and Interpretation Bundle	IB Math Applications and Interpretation Year 1 and 2	
	Linear Algebra and its Applications (2011)	Linear Algebra	
	Calculus Concepts and Applications	Calculus/AP Calculus BC	
	Calculus of a Single Variable, 8th ed. (2006)	AP Calculus AB - Grades 10-12	
	Stats Modeling the World	Statistics and Data Science - Grades 11-12	
	Stats Modeling the World AP Ed	AP Statistics / College Algebra	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	Introduction to Data Science v. 6.0 (2023) College Algebra: Graphs and Models (2012) Mathematics with Business Applications Integrated Arithmetic and Basic Algebra IB HL Applications & Interpretation Bundle Stats Modeling the World 3rd Edition Calculus - Graphical, Numerical, Algebraic AP Edition Integrated Math 1 Honors Packets Integrated Math 2 Honors Packets Integrated Math 3 Honors Packets Math 7 Honors Packets Math 6 Honors Packets MathAcademy.us MathAcademy.us AP Calculus BC	Data Science Career Mathematics - GRADES 11-12 Career Math / College Prep Math College Prep Math Blair - IB Math HL AP Statistics - PHS AP Calculus - Muir Math 1 Honors Math 2 Honors Math 3 Honors Math 7 Honors Math 6 Honors Math Academy Grade 6 Integrated - Accelerated Math 1/2 Math Academy Grade 7 - Integrated Accelerated Math 2/3 Math Academy Grade 8 - AP Calculus BC	0
Science	STEMScopes 6th-12th Licenses Biology The Unity and Diversity of Life(AP	STEMScopes Grades 6-12 AP Biology - Grades 10-12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Edition) (2019)	
	Biozone: IB Biology 2nd Edition	IB Biology HL
	Chemistry: The Central Science (2014, 13th ed.)	AP Chemistry - Grades 10-12
	Physics: Principles with Applications, 7th ed.	IB Physics SL
	Physics: Principles with Applications, 6th ed.	AP Physics 1 - Grades 11-12
	Environmental Science for the AP Course (new for 20-21)	AP Environmental Science – 11TH Grade
	Biotechnology	Bioechnology - Muir
	Biotechnology: Science for the New Mllenium (2nd Ed.)	Biotechnology 1A, 1B - Grades 10-12 - Blair
	Biotechnology: Science for the New Mllenium (2012)	Biotechnology 1A, 1B - Grades 10-12
	IB Sports, Exercise, and Health Science (2012)	IB Sports, Exercise, and Health Science
	Introduction to Sports Medicine and Athletic Training	Sports Medicine – Grades 9-12
	Fundamentals of Anatomy & Physiology	Anatomy and Physiology - Grades 10-12
	Principals of Athletic Training	Sports Medicine- Blair
	Medical Terminology	Health Careers - Blair
	Anatomy, Physiology, and Disease	Anatomy & Physiology - Blair
	Language of Medicine	PCC Course
	Access Science	EL Science 6-12
	Access Science	EL Science 6-12
	Wookbook	EL Science 6-12
	Fundamentals of Physics	AP Physics at PHS
	Five Steps to a 5 in AP Physics C	AP Physics C

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	IB Chemistry	IB Chemistry
History-Social Science	The Ancient World 6th Grade History The Medieval World 7th Grade History The US through Industrialiation 8th Grade History The Ancient World Interactive Workbook 6th Grade Hlstory The Medieval World Interactive Workbook 7th Grade History The US Through Industrialiation Interactive Workbook 8th Grade History HA! Ancient World: Interactive Student Notebook 6th Grade History HA! Medieval World & Beyond: Interactive Student Notebook 7th Grade History HA! US through Industrialism: Interactive Student Notebook 8th Grade History Impat World History, Culture, and Geography World History P/World History Honors - Grade 10 Impact United States History and Geography U.S. History P/U.S. History Honors - Grade 11 Impact Principles of American Democracy American Government/American Government Honors– Grade 12 Impact Principles of Economincs Economics P/Economics Honors– GRADE 12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Voyages in World History (Hansen, 2015)	AP World History - Grade 10
	Voyages in World History (Third Edition) 2017	AP World History - Grade 10
	A Different Mirror For Young people	Ethnic Studies
	Ways of the World Since CE 1200	AP World History - Grade 10 - Blair and Marshall
	Ways of the World Since CE 1200 - Thinking Through Sources	AP World History - Grade 10 - Blair and Marshall
	World History: Modern 1200 - Present - AP Edition	AP World History - Grade 10 - Muir
	The American Pageant, 16th Ed.	IB History of the Americas - Grades 11
	People's History of the United States (2005)	IB History of the Americas HL – Year One Grade 11
	A History of Latin America (2004)	IB History of the Americas HL – Year Two Grade 12
	Why Nations Go To War (2005)	IB History of the Americas HL – Year Two Grade 12
	Russia, America, and the Cold War (2004)	IB History of the Americas HL – Year Two Grade 12
	Origins of the Cold War 1941-1949 (2003)	IB History of the Americas HL – Year Two Grade 12
	Principles of Economics, 6th edition (2012)	AP Economics - Grade 12
	Wilson American Government (14th ed., 2014)	AP U.S. Government - Grade 11-12
	Meyer's Psychology for A.P.	AP Psychology – Grade 11-12

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	IB Psychology Course Book (online) IB Psychology SL IB Theory of Knowledge (2020) IB Theory of Knowledge Core Curriculum	
Foreign Language	T'es branché? 1 (2019 2nd Edition) French 1P– Grades 9-12 T'es branché? 2 (2020 2nd Edition) French 2P - Grades 10-12 T'es branché? 3 (2020 2nd Edition) French 3P – Grades10-12 AP® French T'es branché? 4 (2020 2nd Edition) Language and Culture - Grades10-12 IB French 1P– IB Panorama francophone 1 French AB INITIO – Grades 11-12 Panorama francophone 2 IB French 2P IB - Grades 10-12 Panorama francophone 2 IB French 2P IB - Grades 10-12 Cahier d'exercices Mandarin 1 – Grade 9 Chinese Made Easy Text and Workbook Mandarin 1 – Grade 9 Chinese Made Easy 1 Workbook Mandarin 2 Chinese Made Easy: Workbook 1 Mandarin 2 – Grades 10-12 Chinese Made Easy 2 Workbook Mandarin 2 – Grades 10-12 Chinese Made Easy 3 Textbook Mandarin 3 Chinese Made Easy 3 Workbook Mandarin 3 Chinese Made Easy Textbook Level 4 (3rd ed) AP Mandarin	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Chinese Made Easy Workbook Level 4 (3rd ed)	AP Mandarin
	AP Chinese Simulated Practice Tests	AP Mandarin
	Startup Business Chinese Level 1 (2005)	Business Chinese
	Startup Business Chinese Level 2	Business Chinese
	HSK Standard Course 4A Textbook	DLIP Mandarin Language Arts
	HSK Standard Course 4A Workbook	DLIP Mandarin Language Arts
	HSK Standard Course 4B Textbook	DLIP Mandarin Language Arts
	HSK Standard Course 4B Workbook	DLIP Mandarin Language Arts
	A Short History of the United States (Mandarin/English)	DLIP Mandarin Language Arts
	¡Qué chévere!: Spanish 1	Spanish 1
	¡Qué chévere!: Spanish 2	Spanish 2
	¡Qué chévere!: Spanish 3	Spanish 3
	¡Qué chévere!: Spanish 4	AP® Spanish Language and Culture
	Exploring Spanish (3rd Edition)	6th - 8th Introduction to Spanish
	Temas Para Espanol B	IB Spanish - Blair
	En Voz Alta L1	Native Spanish 1
	En Voz Alta L2	Native Spanish 2
	En Voz Alta L3	Native Spanish 3
	Abriendo Puertas Tomo I (2003)	AP Spanish Literature - Grades 11-12
	Album	AP Spanish Language
	Temas para Espanol B	IB Spanish SL and HL

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Nuevas Vistas Corso Introduction	DLIP 6th Grade SLA
	Nuevas Vistas Corso Uno	DLIP 7th Grade SLA
	Nuevas Vistas Corso Dos	DLIP 8th Grade SLA
	me llamo Rigobeta	
	Menchu y asi me nacio la conciencia	
	Cajas de carton	DLIP 9-10th Grade - Chicano Literature
	Poncho	DLIP 9-10th Grade - Chicano Literature
	Borderlands La Frontera: The New Mestiza	DLIP 9-10th Grade - Chicano Literature
	The House on Mango Street	DLIP 9-10th Grade - Chicano Literature
	Como Agua para chocolate	DLIP 9-10th Grade - Chicano Literature
	Pedagogy of the Oppressed	DLIP 9-10th Grade - Chicano Literature
	Voces de Hispanoamerica, Quinta Edicion	DLIP 9-10th Grade - Spanish Literature
	Relato de un Naufrago	IB Spanish Language
	Aura	IB Spahish Language HL
	La Casa en Mango Street	IB Spanish 1 & 2
	Signing Naturally Student Workbook	American Sign Language 1P - Grades 11-12
	Signing Naturally Student Workbook	American Sign Language 2 – Grades 10-12
	Contemporary Armenian Literature Vol I (by Ishkan)	DLIP Armenian Culture III
	Contemporary Armenian Literature Vol III (by Ishkan)	DLIP Armenian Culture I and II
	Alekots	IB Armenian
	Mer Lezoun Mangabardez #1	Blair Armenian Academy

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Mer Lezoun Mangabardez #2 Blair Armenian Academy Mer Lezoun Mangabardez #3 Blair Armenian Academy Haykakan Urvakane Blair Armenian Academy Vardo Blair Armenian Academy Alkimikose Blair IB Armenian Mer Ayd Koghmere Blair IB Armenian Treysii Vagre Blair IB Armenian Tsove Blair IB Armenian	
Health	Health (Health Curriculum developed in alignment with California Healthy Kids Act (CHYA) Secondary Health Curriculum Files	0
Visual and Performing Arts	The Practice of Harmony, 6th Edition (2011) AP Music Theory – GRADES 10-12 IB Music Revision Guide IB Music SL The Enjoyment of Music IB Music SL	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Gardner's Art through the Ages A- Antiquity AP Art History Gardner's Art through the Ages B: The Middle Ages AP Art History Gardner's Art through the Ages C: Non-Western Art to 1300 AP Art History Gardner's Art through the Ages D: Renaissance and Baroque AP Art History Gardner's Art through the Ages E: Modern Europe and America AP Art History Gardner's Art through the Ages F: Non-Western Art since 1300 AP Art History Gardner's Art through the Ages Teacher's Guide AP Art History Accelerated Piano Introduction to Piano Adventures for the Older Beginner, Book 1	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	47%	43%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	25%	27%	35%	36%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	628	586	93.31%	6.69%	43.08%
Female	303	288	95.05%	4.95%	43.06%
Male	324	297	91.67%	8.33%	42.91%
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33%	6.67%	78.57%
Black or African American	46	43	93.48%	6.52%	28.57%
Filipino	--	--	--	--	--
Hispanic or Latino	395	373	94.43%	5.57%	33.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	32	29	90.63%	9.37%	79.31%
White	131	118	90.08%	9.92%	66.10%
English Learners	108	92	85.19%	14.81%	2.17%
Foster Youth	--	--	--	--	--
Homeless	31	25	80.65%	19.35%	4.00%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	243	90.00%	10.00%	23.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	78	68	87.18%	12.82%	19.12%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	628	583	92.83%	7.17%	26.80%
Female	303	287	94.72%	5.28%	25.17%
Male	324	295	91.05%	8.95%	28.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33%	6.67%	50.00%
Black or African American	46	42	91.30%	8.70%	23.81%
Filipino	--	--	--	--	--
Hispanic or Latino	395	370	93.67%	6.33%	15.95%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	32	30	93.75%	6.25%	63.33%
White	131	119	90.84%	9.16%	50.00%
English Learners	108	92	85.19%	14.81%	1.09%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	31	26	83.87%	16.13%	7.69%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	243	90.00%	10.00%	10.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	78	66	84.62%	15.38%	4.62%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	26.90%	30.05%	31.97%	31.36%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	474	432	91.14%	8.86%	30.05%
Female	205	192	93.66%	6.34%	28.04%
Male	268	239	89.18%	10.82%	31.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	16	14	87.50%	12.50%	50.00%
Black or African American	30	25	83.33%	16.67%	16.00%
Filipino	--	--	--	--	--
Hispanic or Latino	304	278	91.45%	8.55%	18.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	16	94.12%	5.88%	60.00%
White	96	89	92.71%	7.29%	61.80%
English Learners	100	85	85.00%	15.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	23	19	82.61%	17.39%	11.11%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	177	88.06%	11.94%	13.79%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	43	81.13%	18.87%	13.95%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Career Technical Education (CTE) Programs

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

Law & Public Service

Course sequences are offered in all of the above Industry sectors and directly aligned with high wage, high need jobs in our community.

A complete list of Pasadena USD CTE courses can be found online:<https://www.pusd.us/Page/6762>

All pathways are advised by robust boards that include (but not limited to) partners from the following:

Cal Tech

Huntington Hospital

Huntington Medical Research Institute

Armory Center for the Arts

Light Bringer Project

DBK Group

Amy Foell Consulting

Pasadena Service Federal Credit Union

Hahn & Hahn

Pasadena Fire Department

Day One

Pasadena City College

JPL

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	295
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.4%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	53.33%

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	75.2%	86.5%	95.5%	87.2%	92.5%
9	65%	74%	63%	74%	77%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

The district provides parent education opportunities 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.

Parents are encouraged to participate and serve in groups such as the African American Parent Council (AAPC) and Parent-Teacher-Student Association (PTSA)/Parent-Teacher Association (PTA) and in school decision making through the School Site Council (SSC) and the English Language Advisory Committee (ELAC). Parents are invited to attend field trips as chaperones, be guest speakers and teachers in classes, and be a part of all other school events.

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

Additionally, if you would like to get more information about volunteering at Blair, please contact our Community Assistant, Anahy Maldonado at maldonadoorozco.anah@pusd.us

State Priority: Pupil Engagement

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

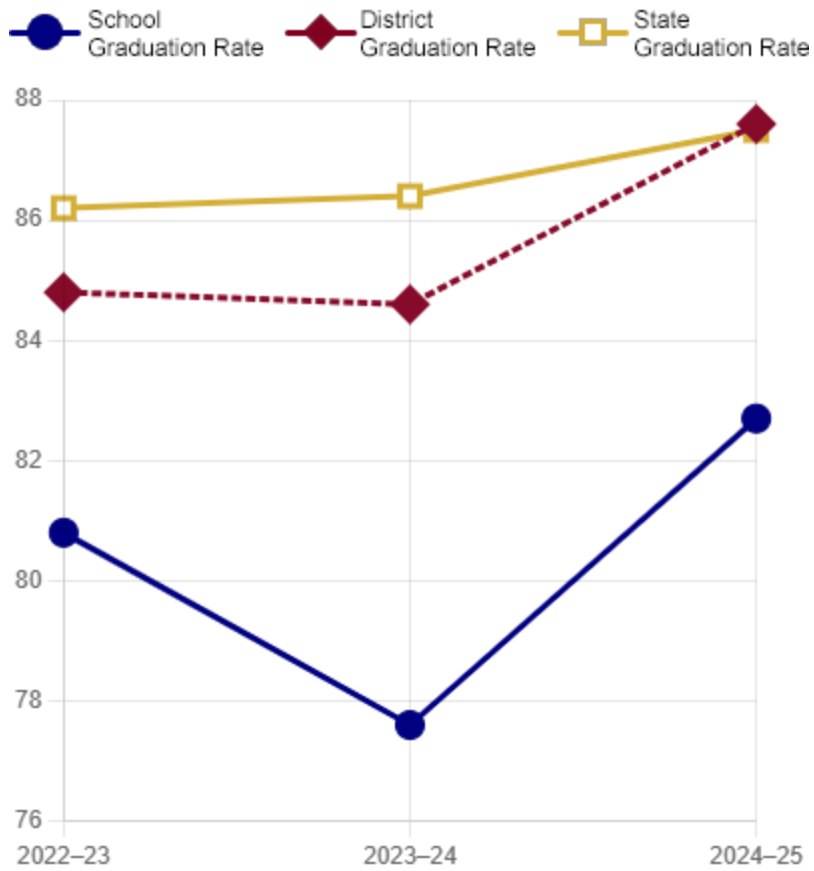
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

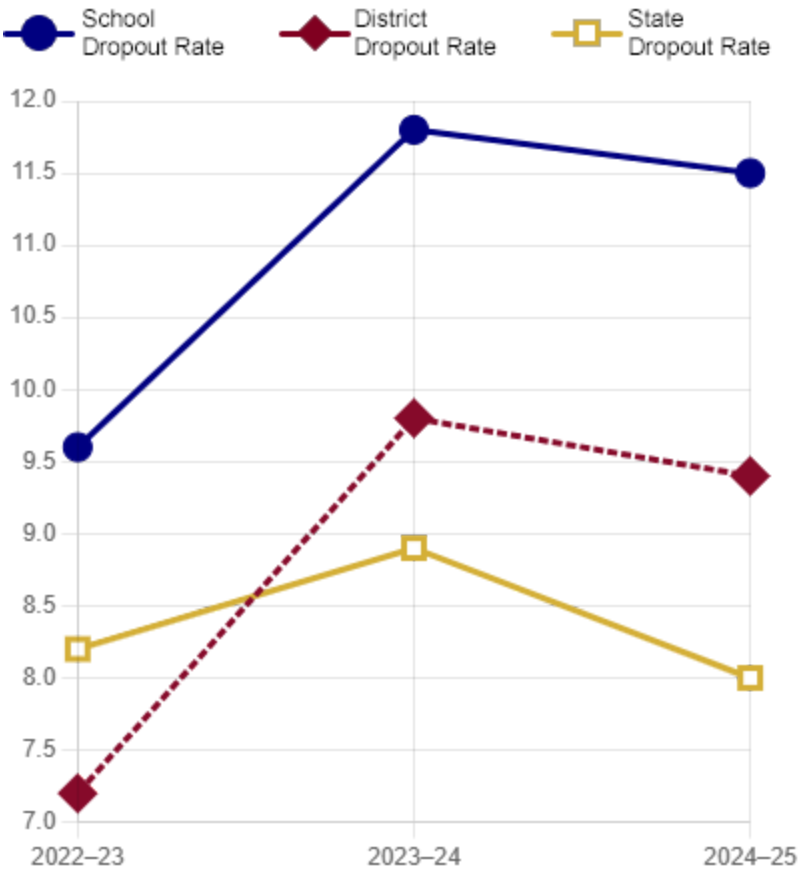
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	80.8%	77.6%	82.7%	84.8%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate	9.6%	11.8%	11.5%	7.2%	9.8%	9.4%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	156	129	82.7%
Female	59	50	84.7%
Male	97	79	81.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	104	85	81.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	32	27	84.4%
English Learners	63	42	66.7%
Foster Youth	--	--	--
Homeless	12	10	83.3%
Socioeconomically Disadvantaged	111	94	84.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	19	18	94.7%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1133	1115	239	21.4%
Female	513	504	107	21.2%
Male	619	610	132	21.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	26	1	3.8%
Black or African American	83	81	27	33.3%
Filipino	18	18	3	16.7%
Hispanic or Latino	744	739	167	22.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	34	9	26.5%
White	211	207	29	14.0%
English Learners	269	267	89	33.3%
Foster Youth	14	13	9	69.2%
Homeless	56	54	21	38.9%
Socioeconomically Disadvantaged	808	798	204	25.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	141	137	52	38.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	4.19%	1.02%	2.65%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.08%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.65%	0.00%
Female	1.95%	0.00%
Male	3.23%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	12.05%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.69%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	3.72%	0.00%
Foster Youth	42.86%	0.00%
Homeless	3.57%	0.00%
Socioeconomically Disadvantaged	3.47%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.80%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by campus safety officers, resource teachers, assistant principals and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in May of 2025. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19. Blair's Safety Plan can be found online: <https://blair.pusd.us/about/school-site-safety-plan>

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	15.00	50	10	13
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	12.00	60	18	5
Other**	0.00	0	0	0

* 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 2024–25)

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	13.00	65	15	11
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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	34	17	10
Mathematics	20.00	26	13	7
Science	22.00	16	8	7
Social Science	23.00	18	13	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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	44	19	3
Mathematics	20.00	25	17	2
Science	21.00	24	12	6
Social Science	20.00	21	18	4

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	16.00	46	10	12
Mathematics	19.00	30	14	3
Science	19.00	26	11	8
Social Science	21.00	29	18	7

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	285.14

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Blair School serves a diverse student population, with the majority being Hispanic/Latino. The school is home to PUSD's International Academy, a specialized program designed for students in grades six through twelve whose primary language is not English and who have been in the United States for twelve months or less. This program, funded to provide targeted support, ensures English Learner (EL) students receive the instruction they need to develop proficiency in English across core subjects, including reading, writing, and speaking.

Blair students speak more than 20 different languages, and the school has strong parental involvement. Through various parent groups such as the 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 the Armenian Advisory Council, parents actively contribute to the school community. These programs are funded to strengthen family engagement and ensure a collaborative school environment.

Blair follows the International Baccalaureate (IB) Program design model. All students in grades 6-10 are enrolled in the IB Middle Years Program (IB MYP). To ensure a rigorous and comprehensive education, students receive 50 hours of instruction annually in subjects such as English, History, Math, Science, PE, World Language (Spanish), Art or Music, and Technology. Funding for the IB MYP ensures the program's curriculum is accessible to all students, while the Learner

Profile is infused across all subjects, emphasizing well-rounded academic development.

Blair also houses the Health Careers Academy (HCA), which serves students in grades 9-12. The HCA, a Linked Learning Academy, partners closely with advisory board members from local medical agencies and community organizations to provide students with real-world experience in health careers. This program is funded to offer students specialized opportunities and mentorship in the health sector.

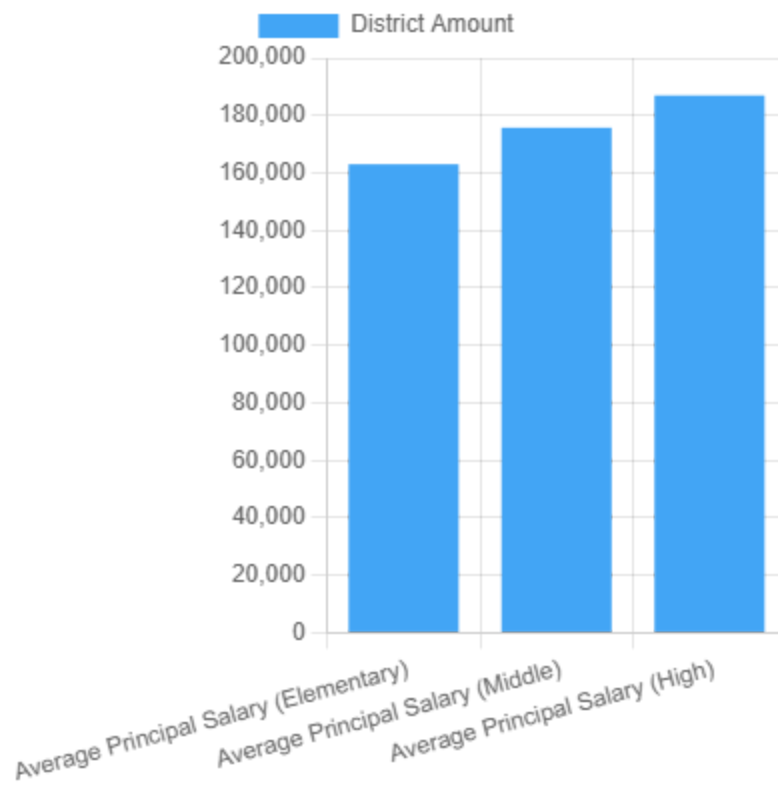
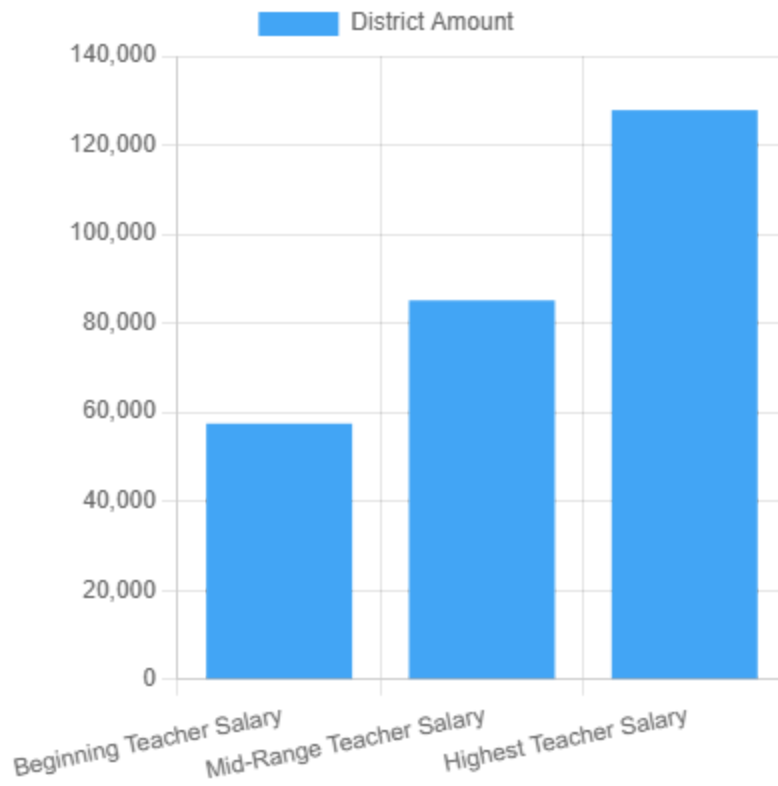
Blair is also proud to offer a Spanish Dual Language Immersion Program and a vibrant Marching Band program, both supported through targeted funding for enrichment and extracurricular activities. The Armenian Academy at Blair provides students with the opportunity to study Armenian language and culture, with the added distinction of offering the first Armenian language IB class outside of Armenia. The program continues to grow with strong parent support and a dedicated Armenian Advisory Council, ensuring active parent involvement in the educational process.

These funded services and programs at Blair School are designed to support academic achievement, cultural enrichment, and strong community engagement, offering students a well-rounded and inclusive educational experience.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

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



Advanced Placement (AP) Courses (School Year 2024–25)

Blair offers IB courses that are similar to AP and allow students to earn college credit. As an IB World School, Blair focuses on IB as its primary advanced academic program, which is why fewer AP courses are offered.

Percent of Students in AP Courses 18.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered*	9

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6