



PUSD

Pasadena Unified School District

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www.pusd.us

DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

SUPERINTENDENT

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Blair High and Middle School

An International Baccalaureate World School

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CDS Code: 19-64881-1931062

Trudell Skinner, Principal

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2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Vision Statement

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

Our mission is accomplished through the International Baccalaureate program. International Baccalaureate (IB) is a holistic, integrated approach to thinking, teaching and learning that emphasizes international-mindedness and responsible citizenship.

Community & School Profile (School Year 2015-16)

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 and Middle School is an authorized International Baccalaureate (IB) Middle Years Program, which provides the framework for an integrated and international philosophy that is supported by academic rigor and opportunities to explore and learn about the world outside their immediate community.

The Middle Years Program requires a thorough study of various disciplines. The emphasis is on students' interrelatedness. Teachers use criteria established by the IB to assess all student work. The IB provides external moderation to validate the school's assessment standards. Authorized schools are visited and evaluated regularly. A team of professional educators reviews the delivery and effectiveness of the program and makes recommendations for improvement. The IBMYP was authorized at Blair IB School in October 2002. Blair High and Middle School was authorized to offer the IB Diploma Program in April of 2007.

School Enrollment (School Year 2014-15)

Blair High and Middle School is one of 28 schools in the Pasadena Unified School District. During the 2014-15 school year, 1,026 students were enrolled in grades six through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
6th	167	110	144
7th	155	143	105
8th	154	146	142
9th	203	177	173
10th	184	184	162
11th	148	149	158
12th	142	128	142

Enrollment by Student Group

2014-15	
	Percentage
Black or African American	16.5%
American Indian or Alaska Native	0.4%
Asian	4.9%
Filipino	3.9%
Hispanic or Latino	63.4%
Native Hawaiian or Pacific Islander	0.1%
White	8.7%
Two or More Races	2.1%
English Learners	19.9%
Socioeconomically Disadvantaged	73.7%
Students with Disabilities	1.9%
Foster Youth	2.6%

School Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored by the Student Case Management Team to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB).

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	52	53	39	615
Without Full Credentials	1	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	5

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	1	2

School Facilities (School Year 2015-16)

Blair High and Middle School was originally constructed in 1964 and is currently comprised of 52 classrooms, a library, four computer labs, a staff lounge, a gymnasium, a cafeteria/multi-purpose room, and converted shops for a music center and an ROTC headquarters. Blair opened its new middle school building in August 2011. The school recently refurbished the classrooms on the high school campus. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 10/26/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Classrooms 08, 13, & 24- Unsecured tall shelving. Classroom 8- Damaged drywall. Classroom 21- Damaged carpeting. Restrooms by 12- Peeling ceiling paint in Boys and Girls. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Gym- Missing handrail anchors in stairwell to Boys Locker room. (Work order submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			Admin Offices- Raised concrete at front of school. Sidewalk. (Work order submitted.)

Cleaning Process

Blair High and Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with 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 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.

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	40	36	44
Mathematics (Grades 3-8 and 11)	28	28	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades six through eight and eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	141	139	98.6	41	24	22	14	139	98.6	50	22	16	12
Male	141	74	52.5	43	24	18	15	74	52.5	50	22	12	16
Female	141	65	46.1	38	23	26	12	65	46.1	49	23	20	8
Black or African American	141	15	10.6	60	20	20	0	15	10.6	73	27	0	0
Asian	141	10	7.1	--	--	--	--	10	7.1	--	--	--	--
Filipino	141	3	2.1	--	--	--	--	3	2.1	--	--	--	--
Hispanic or Latino	141	92	65.2	49	27	17	7	92	65.2	60	20	15	5
Native Hawaiian or Pacific Islander	141	1	0.7	--	--	--	--	1	0.7	--	--	--	--
White	141	17	12.1	0	18	35	47	17	12.1	6	24	29	41
Two or More Races	141	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	141	96	68.1	55	25	15	5	96	68.1	64	23	13	1
English Learners	141	23	16.3	91	4	4	0	23	16.3	91	4	4	0
Students with Disabilities	141	17	12.1	71	24	0	6	17	12.1	88	6	0	6

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	100	98	98	42	27	21	10	98	98	60	21	11	7
Male	100	43	43	47	21	26	7	43	43	58	30	5	7
Female	100	55	55	38	31	18	13	55	55	62	15	16	7
Black or African American	100	17	17	53	24	18	6	17	17	59	29	12	0
Asian	100	4	4	--	--	--	--	4	4	--	--	--	--
Hispanic or Latino	100	66	66	48	30	18	3	66	66	73	18	6	3
White	100	10	10	--	--	--	--	10	10	--	--	--	--
Two or More Races	100	1	1	--	--	--	--	1	1	--	--	--	--
Socioeconomically Disadvantaged	100	71	71	54	30	14	3	71	71	73	18	8	0
English Learners	100	16	16	94	6	0	0	16	16	100	0	0	0
Students with Disabilities	100	12	12	67	8	25	0	12	12	75	17	0	8

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	144	137	95.1	38	26	24	9	136	94.4	46	20	18	14
Male	144	65	45.1	38	25	23	9	65	45.1	46	18	17	14
Female	144	72	50	38	26	25	10	71	49.3	45	21	20	14
Black or African American	144	21	14.6	38	38	10	0	20	13.9	55	15	15	5
Asian	144	10	6.9	--	--	--	--	10	6.9	--	--	--	--
Filipino	144	7	4.9	--	--	--	--	7	4.9	--	--	--	--
Hispanic or Latino	144	80	55.6	48	23	25	4	80	55.6	55	21	18	5
White	144	13	9	31	23	8	38	13	9	31	15	8	46
Two or More Races	144	5	3.5	--	--	--	--	5	3.5	--	--	--	--
Socioeconomically Disadvantaged	144	105	72.9	44	25	24	4	104	72.2	52	20	18	7
English Learners	144	25	17.4	76	24	0	0	25	17.4	80	12	4	0
Students with Disabilities	144	12	8.3	67	8	8	0	12	8.3	67	17	0	0

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	139	125	89.9	18	20	35	26	124	89.2	42	28	18	11
Male	139	59	42.4	15	29	31	22	58	41.7	43	29	14	12
Female	139	66	47.5	20	12	39	29	66	47.5	41	27	21	11
Black or African American	139	29	20.9	14	10	48	24	29	20.9	34	48	7	7
American Indian or Alaska Native	139	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Asian	139	7	5	--	--	--	--	7	5	--	--	--	--
Filipino	139	10	7.2	--	--	--	--	10	7.2	--	--	--	--
Hispanic or Latino	139	62	44.6	24	26	27	21	61	43.9	62	20	11	7
White	139	10	7.2	--	--	--	--	10	7.2	--	--	--	--
Two or More Races	139	6	4.3	--	--	--	--	6	4.3	--	--	--	--
Socioeconomically Disadvantaged	139	88	63.3	20	20	36	22	87	62.6	47	26	18	8
English Learners	139	22	15.8	59	27	9	0	21	15.1	71	14	10	5
Students with Disabilities	139	14	10.1	29	64	0	0	13	9.4	85	8	8	0

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	41	47	45	50	52	49	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	49
School	45
African American/Black	32
Hispanic or Latino	38
White	72
Males	46
Females	45
Socioeconomically Disadvantaged	37
English Learners	7

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

UC/CSU Course Completion

Students are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C' each semester.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	79.3%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	28.7%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education Participation (School Year 2014-15)

The table lists questions and answers about student participation in Blair High and Middle School Career Technical Education.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	292
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	90%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100%

Workforce Preparation (School Year 2014-15)

Blair strives to graduate students who are fully capable of making the transition from school to the working world. For students who are not planning to attend college, the need to be prepared to enter the workforce is particularly applicable. Blair's workforce preparation program includes school-to-work activities through business partnerships in the community, as well as skill-building opportunities through the Regional Occupational Program in areas such as forestry, nursing, computer instruction, health careers and computer drafting. The school now offers Computer Science and Video Production Courses.

The Health Career Academy (actual school-within-the-school, with its own health staff and curriculum) offers state-of-the-art resources and training in health related careers. The academy has fostered numerous business contacts with whom students can apply for internships and jobs. Students can also choose the Culinary Arts Pathway.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Rosa Valdez is the primary contact for the district's Career Technical Education (CTE) Committee. The table lists the career preparation courses offered at the school.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Film & Video	Blair High School	All course offerings incorporate CTE model curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards. All students have the opportunity to develop a career goal.	Advisory Board input, ROP Guidelines and Standards
Culinary Arts & Hospitality				
Health Academy				

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Blair High and Middle School is required by the state to administer a physical fitness test to all seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.5%	28.1%	46.9%
9	9.5%	38.5%	36.5%

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	52	52	57	48	37	56	46	37	58
Mathematics	51	50	60	53	38	62	60	37	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	51	22	27	50	31	19
District						
All Students	54	19	27	40	32	28
School						
Male	61	20	19	40	36	24
Female	48	18	34	41	28	31
Black or African American	45	25	30	40	45	15
Hispanic or Latino	65	18	18	48	34	18
White	18	18	64	0	9	91
English Learners	97	3	0	85	9	6
Socioeconomically Disadvantaged	64	18	19	50	30	21

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

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

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

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency level students are expected to meet, the status of the school's Adequate Yearly Progress (AYP), and funds received through Local Control Funding Formula (LCFF). Parents will be informed, on an ongoing basis, about student support programs, classroom activities and school events. They will provide suggestions for, and receive information and training on family and education related topics to assist them with their children.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement, the school shall provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents.

Contact Information

Parents who wish to participate in Blair High and Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5820.

State Priority: Pupil Engagement

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

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

Dropout & Graduation Rates (Four-Year Cohort Rate)

Blair actively works to reduce dropouts through counselor-led interventions, parent conferences, home visits, alternative placement options, and tutorial programs. The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2014-15 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	15.8%	12.6%	17.9%	77.4%	80.4%	71.4%
District	13.2%	9.2%	11.1%	78.9%	82.8%	81.4%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Data from the 2013-14 school year is the most recent data available from the CDE.*

	Completion of High School Graduation Requirements		
	School	District	State
All Students	78.9%	78.2%	84.6%
African American/Black	80.0%	85.3%	76.0%
Asian	28.6%	82.1%	92.6%
Filipino	100.0%	97.1%	96.5%
Hispanic or Latino	80.0%	74.3%	81.3%
White	81.8%	86.4%	89.9%
Two or More Races	50.0%	75.0%	82.8%
English Learners	20.8%	28.7%	50.8%
Socioeconomically Disadvantaged	79.6%	75.9%	81.4%
Students with Disabilities	72.7%	60.2%	61.3%

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

The staff at Blair School is committed to providing a safe and nurturing learning environment that promotes academic achievement. Our goal is to ensure that each student and staff member in our learning environment is able to succeed to the best of their abilities. We are committed to providing a learning environment that is free from discrimination, threats, bullying and harassment for all students. We will work 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. We are 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.

We will create a safe school environment for students and staff that support academic achievement and social development in an accepting, inclusive and multicultural setting. We believe that by developing 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, we will realize our school's vision.

The safety of students and staff is a primary concern of Blair High and Middle School. Three security personnel are on campus during the day to ensure student safety, and school police are always on call as needed. The campus is split by a street. Visitors to Blair must sign in at the office and display an identification badge. Visitors who are minors are not permitted on campus during school hours.

The School Site Safety Plan is updated annually by the Safety Committee, and is fully compliant with state guidelines. Any revisions to the plan are shared immediately with all members of the staff. The plan was most recently updated and reviewed with school staff in March 2015.

The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and lock-down drills are conducted on a monthly basis throughout the school year.

Discipline & Climate for Learning

Students at Blair High and Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Blair's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Blair staff has been introduced and trained in different aspects of the behavior RTI initiative. The staff has had a valuable input to create a school-wide matrix with behavior expectations across all the settings. Blair's staff is aware that one of the most critical variables in the behavior RTI implementation is the fidelity of the process. The administration and the staff at Blair are committed to teach these expectations in the classrooms in order to shape the current behaviors observed on campus. We are in the third year of implementation of Behavior RTI.

Blair provides an environment in which students can determine their own level of success. The staff, curriculum, and systems are in place to allow students to reach their highest potential. The high level of communication among students, staff, and parents helps facilitate a free-flow of information, while the richly diverse student population encourages a spirit of acceptance and inclusiveness. Known as the "Best Kept Secret in Pasadena," Blair offers students the chance to forge life-long friendships while receiving the finest education possible.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	11.4%	9.2%	5.1%	0.0%	0.1%	0.0%
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Extracurricular Activities

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

- Adventure Club
- Army JROTC
- Art Club
- Associated Student Body
- Big Men on Campus/Big Women on Campus
- Black Student Union
- Blair Band Club
- Blair Book Club (The Blair Literature Movement)
- Blair Choir Club
- Creative Writing Club
- Digital Media Center
- FHA - Hero Chapter
- Gay-Straight Alliance
- Good News Club
- HOSA
- IB Student Club
- Interact Club
- Italian Heritage Club
- Junior Honor Society
- Latin American Student Association
- Latin Student Union
- Leadership Experiences, Opportunities, and Service (LEOS)
- Longboat Cafe Club
- Middle School Advisory
- Middle School Creativity Club
- National Honor Society
- PAC (Pacific Asian Club)
- Precious Paws
- Puente Club
- Spirit Squad
- SRLA
- Student Newspaper
- Various Sports
- The Viking Pinterest Club
- VIP Scholars Club
- Yearbook
- Youth Business Leaders

Student Recognition

A healthy student recognition program encourages positive student behavior and academic excellence. Numerous ceremonies and assemblies throughout the course of the year recognize students for their achievements in athletics, academics, special programs and citizenship. A combination of awards, scholarships, and grants are acknowledged by the school.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	90.9%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered two staff development days.

During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

International Baccalaureate (IB) Classes

The IB program was designed through an international cooperative effort and is based in Geneva, Switzerland. This program offers an academically challenging curriculum emphasizing the philosophy of learning and the integration of disciplines for the last two years of high school. It can be supported by a curriculum beginning as early as elementary school. Because it is a comprehensive two-year program it can be difficult to transfer during that last two years and complete the IB diploma at a different school. Individual tests, however, can be taken for courses completed even if the full diploma program is not completed. Exams are completed in May with all exams centrally evaluated to set criteria by international examiners.

International Baccalaureate (IB) Classes			
	# of Sections	# Students Enrolled	% of 11th and 12th graders enrolled*
Language A: Language and Literature (English)	2	49	19.9%
Spanish B SL	1	27	10.9%
History of the Americas HL	2	55	22.3%
Biology HL	2	40	16.3%
Physics SL	1	25	10.2%
Mathematical Studies SL	2	37	15.0%
Theory of Knowledge	2	49	19.9%

*11th and 12th Grade Enrollment: 300

Advanced Placement Classes (School Year 2014-15)

Blair High and Middle School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school's curriculum, enhanced by supplemental programs sponsored by the school and local colleges.

Blair also participates in the Puente Program, which identifies Latino students who may have academic potential, but who have not had the opportunity to be on the college track. Students are assigned to a teacher-advisor, and a mentor from the community. Additionally, participants have the opportunity to visit college campuses and attend special lectures.

In addition to numerous IB course offerings, the school's Advanced Placement (AP) program consists of college-level courses in English Language & Composition, Spanish Language, Calculus AB, and U.S. Government & Politics. Pasadena City College also offers AP courses, which count directly toward college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
Foreign Language	1
Social Science	1
Totals	2
Percent of Students in AP Courses	0.5%

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	19	19	19	31	31	29	23	23	15	5	5	7
Math	19	19	19	28	28	21	17	17	14	6	6	7
Science	27	27	23	10	10	12	12	12	5	12	12	6
Social Science	21	21	21	16	16	14	15	15	11	6	6	6

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Blair High and Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

The academic counselor-to-pupil ratio is 1:410. The chart displays a listing of support services that are offered to students. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	2.5
Health Aide	2	1.5
Librarian	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	5	5.0
Speech/Language Specialist	1	1.0
Teacher of the Severe/ Profound Handicapped	2	2.0

The school employs three counselors to help students make wise decisions concerning their time at Blair High and Middle School. Counselors aid students in course selection, credit management, scholarship application, college selection, and career advice. Incoming freshmen work with their assigned counselor to develop a four-year plan.

Three counselors from the in-house Mental Health Clinic offer services to students on a walk-in or referral basis. Outside community agencies such as Project Day, Day One, IMPACT, Coalition for Zero Violence, and Pacific Clinics provide alternative counseling options for students.

The student Support Personnel Team is an integral component of the educational system and is vital in preparing and assisting students to be successful, lifelong learners at Blair High and Middle School. School counselors and other members of the student support team (school psychologists, school social workers, child welfare and attendance supervisors, and school nurses) assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum.

Our school counselors and members of the support team help students set short- and long-term goals, improve attendance, reduce and resolve conflicts, and prevent youth suicide. This support team works to create a positive learning environment; teaches self-management skills; acts as advocates for students; and provides relevant academic, career, and personal/social counseling to enable students to make informed decisions toward achieving their future goals.

Our counselors are trained educators possessing a valid credential with a specialization in pupil personnel services. As specialists in child and adolescent development, our school counselors coordinate the objectives, strategies, and activities of a comprehensive counseling program, and they serve as representatives on district school guidance teams, such as student study teams.

A good tutorial system is a key to a successful school - it allows students to improve on problem areas and existing skills, and provides an opportunity for the school to address academic frustrations before they escalate. Blair High and Middle School offers in-house, community, classroom and Saturday tutorials.

Blair also works with Upward Bound and Talent Search, which familiarizes students with the CSU/UC systems, arranges campus tours, and helps with the college application process.

BlairLEARNS is a highly regarded expanded school program, known as "Pasadena's Finest 6th-12th Grade Expanded Day Program." It is the district's highest rated Middle School after-school program and the only High School After-school program. Homework help and tutoring programs, enrichment programs, intervention programs, credit/unit reclamation programs, and sports programs are all offered through BlairLEARNS.

The school provides a comprehensive special education program to students who have been identified as requiring additional academic assistance. Students with learning disabilities may be eligible for the school's Special Day Class. Classes are also available specifically for students with severe emotional and physical handicaps. The Resource Specialist Program (RSP) is designed to help students who are struggling academically, particularly in the areas of reading and math.

Students for whom English is not a native language are served through the English Language Development (ELD) program. The goal of the ELD program is to prepare students to be contributing members of society. This is done through instruction in both English and Spanish, and the English Immersion program, which mainstreams non-English speakers into regular classes.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries located in Los Angeles County, which contain numerous computer workstations.

School Leadership

Leadership at Blair School is a responsibility shared among district administration, site administration, instructional staff, students, and parents. Principal Trudell Skinner has led the school since 2010. Prior to this position, Mrs. Skinner served as assistant principal of Blair for five years, IB Coordinator for three years, and a mathematics teacher for seven years. Mrs. Skinner has been in the Pasadena Unified School District for the past 21 years. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Admin Team
- Attendance
- Booster Clubs
- Culture of Excellence
- Health Careers Academy Advisory Board
- Instructional Leadership Team
- Middle School Advisory
- School Design Team
- Culinary and Hospitality Academy Advisory Board
- English Language Advisory Council (ELAC)
- Parent-Teacher-Student Association (PTSA)
- RtI
- Safety
- School Site Council
- Social
- Staff Wellness

Expenditures & Services Funded (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,359
From Supplemental/Restricted Sources	\$2,397
From Basic/Unrestricted Sources	\$5,962
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	19.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	11.5%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,456
District	\$70,542
Percentage of Variation	-4.4%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-5.7%

Teacher & Administrative Salaries (School Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).