

BLAIR HIGH AND MIDDLE SCHOOL

1135 S. EUCLID AVENUE,
PASADENA, CA .91106

(626) 396-5820

WWW.PUSD.US

PRINCIPAL

TRUDELL SKINNER
SKINNER.TRUDELL@PUSD.US

CDS CODE:
19-64881-1931062

PASADENA UNIFIED SCHOOL DISTRICT

SUPERINTENDENT

BRIAN McDONALD, Ed.D
SUPERINTENDENT@PUSD.US

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SCHOOL
ACCOUNTABILITY
2015-16 REPORT CARD

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

DISTRICT MISSION STATEMENT

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

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 2016-17)

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 ATTENDANCE (SCHOOL YEAR 2015-16)

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).

SCHOOL ENROLLMENT (SCHOOL YEAR 2015-16)

Blair High and Middle School is one of 28 schools in the Pasadena Unified School District. During the 2015-16 school year, 962 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

	2013-14	2014-15	2015-16
6th	110	144	140
7th	143	105	140
8th	146	142	101
9th	177	173	170
10th	184	162	153
11th	149	158	133
12th	128	142	125

Enrollment by Student Group

2015-16	
	Percentage
Black or African American	15.1%
American Indian or Alaska Native	0.2%
Asian	5.4%
Filipino	3.8%
Hispanic or Latino	62.5%
Native Hawaiian or Pacific Islander	0.3%
White	10.0%
Two or More Races	2.6%
EL Students	19.3%
Socioeconomically Disadvantaged	69.4%
Students with Disabilities	12.0%
Foster Youth	2.1%

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.

TEACHER ASSIGNMENT

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

Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	53	39	40	674
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	0

TEACHER MISASSIGNMENTS & VACANCIES

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

	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	1	2	1

HIGHLY QUALIFIED TEACHERS (SCHOOL YEAR 2015-16)

Federal law 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.

Highly Qualified 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	90.8%	9.2%
High-Poverty Schools in District	89.5%	10.5%
Low-Poverty Schools in District	98.8%	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 January 2017.

School Facility Conditions				
Date of Last Inspection: 12/06/2016				
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			East Campus Classroom 1: Damaged HVAC return air grill. Resource Rm: Damaged HVAC return air grill. East Campus Classroom 6: Damaged HVAC return air grill. Portable Classroom BE-28: Heater not working. (Work orders submitted.)
Interior	X			East Campus Classroom 10: Floor transition strip missing between carpet and tile. Portable Classroom BE-20: Loose ceiling tile. Portable Classroom BE-21: Loose ceiling tile. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Portable Classroom BE-13: Light fixture cover missing. Portable Classroom BE-21: Light fixture not working. Gym Bldg. Boys Restroom: Light fixture missing cover. (Work orders submitted.)
Restrooms/Fountains	X			East Campus Classroom 11: Drinking fountain inoperative. Swimming Pool Area: Drinking fountain not working. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Student Center: West door to building has some damage. (Work orders 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 2016-17)

Pasadena Unified School District held a public hearing on September 22, 2016, 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 December 2016 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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	41	43	--	37	42	--	44	48
Mathematics (Grades 3-8 and 11)	--	28	30	--	29	30	--	34	36
Science (Grades 5, 8, and 10)	47	45	39	52	49	45	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 6							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	146	140	95.89	45	140	95.89	30.71
Male	74	70	94.59	44.29	70	94.59	37.14
Female	72	70	97.22	45.71	70	97.22	24.29
Black or African American	20	19	95	21.05	19	95	15.79
Hispanic or Latino	79	75	94.94	30.67	75	94.94	20
White	30	29	96.67	82.76	29	96.67	58.62
Socioeconomically Disadvantaged	80	76	95	22.37	76	95	15.79
English Learners	25	21	84	--	21	84	--
Students with Disabilities	17	15	88.24	20	15	88.24	13.33

California Assessment of Student Performance and Progress - Grade 7							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	144	141	97.92	43.57	141	97.92	35.46
Male	75	73	97.33	36.11	73	97.33	32.88
Female	69	68	98.55	51.47	68	98.55	38.24
Black or African American	17	17	100	35.29	17	100	17.65
Asian	12	11	91.67	72.73	11	91.67	90.91
Hispanic or Latino	92	90	97.83	31.11	90	97.83	23.33
White	16	16	100	93.33	16	100	75
Socioeconomically Disadvantaged	99	97	97.98	25	97	97.98	20.62
English Learners	34	32	94.12	--	32	94.12	3.13
Students with Disabilities	23	22	95.65	14.29	22	95.65	4.55

California Assessment of Student Performance and Progress - Grade 8							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	114	109	95.61	30.28	109	95.61	18.35
Male	47	46	97.87	28.26	46	97.87	21.74
Female	67	63	94.03	31.75	63	94.03	15.87
Black or African American	18	18	100	27.78	18	100	5.56
Hispanic or Latino	76	72	94.74	18.06	72	94.74	8.33
White	13	13	100	84.62	13	100	61.54
Socioeconomically Disadvantaged	84	80	95.24	16.25	80	95.24	5
English Learners	25	23	92	--	23	92	--
Students with Disabilities	17	17	100	17.65	17	100	5.88

California Assessment of Student Performance and Progress - Grade 11

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	145	133	91.72	51.88	133	91.72	32.33
Male	71	65	91.55	44.62	66	92.96	31.82
Female	74	68	91.89	58.82	67	90.54	32.84
Black or African American	17	16	94.12	50	16	94.12	31.25
Hispanic or Latino	101	92	91.09	44.57	92	91.09	21.74
White	11	10	90.91	90	10	90.91	90
Socioeconomically Disadvantaged	114	107	93.86	46.73	107	93.86	23.36
English Learners	44	38	86.36	2.63	38	86.36	--
Students with Disabilities	14	11	78.57	27.27	10	71.43	10

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	273	262	95.97	38.55
Male	130	126	96.92	37.3
Female	143	136	95.1	39.71
Black or African American	42	41	97.62	31.71
Asian	16	15	93.75	46.67
Hispanic or Latino	187	178	95.19	34.83
White	19	19	100	73.68
Socioeconomically Disadvantaged	205	197	96.1	30.46
English Learners	69	65	94.2	1.54
Students with Disabilities	36	36	100	36.11

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

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 (2015-16)	99.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	31.1%

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

WORKFORCE PREPARATION (SCHOOL YEAR 2015-16)

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. 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
Anatomy & Physiology	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. Each course is aligned to CTE and content standards. All students have the opportunity to develop career goals.	Courses are evaluated via: advisory board input, CTE and A-G guideleines and standards
Global Health				
Medical Terminology				
ROP Health				

CAREER TECHNICAL EDUCATION PARTICIPATION (SCHOOL YEAR 2015-16)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

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?	156
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	87.6%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0%

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS (SCHOOL YEAR 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	8.1%	27.9%	50.7%
9	8.4%	31.1%	52.1%

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 2016-17)

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, 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 2015-16 school year was not available at the time of publication.

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

	Graduation & Dropout Rates					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	12.6%	17.9%	18.2%	80.4%	71.4%	73.4%
District	9.2%	11.1%	8.6%	82.8%	81.4%	81.5%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS - CLASS OF 2015

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 met all state and local graduation requirements for grade twelve completion. *Data from the 2014-15 school year is the most recent data available from the CDE.*

	Completion of High School Graduation Requirements		
	School	District	State
All Students	82.8%	77.0%	85.7%
African American/Black	96.0%	87.2%	76.9%
Asian	71.4%	100.0%	92.8%
Filipino	75.0%	70.6%	96.8%
Hispanic or Latino	76.0%	67.7%	84.5%
White	100.0%	100.0%	87.2%
Two or More Races	100.0%	100.0%	91.4%
English Learners	29.2%	49.1%	50.9%
Socioeconomically Disadvantaged	70.4%	69.2%	76.6%
Students with Disabilities	81.8%	93.0%	68.4%

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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	9.21	5.05	6.38	0.08	0.00	0.00
District	6.42	4.94	4.46	0.03	0.01	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

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.

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

SAFE SCHOOL PLAN (SCHOOL YEAR 2016-17)

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 2016.

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.

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.

FEDERAL INTERVENTION PROGRAM (SCHOOL YEAR 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

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
	Not in PI	In PI
Program Improvement (PI) Status		
First Year in PI	-	2011-2012
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	83.3%

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 22 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)
- Rtl
- Safety
- School Site Council
- Social
- Staff Wellness

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. Recent staff development topics include:

- Transition to the Common Core State Standards
- Differentiation: Equity for all students
- Educational Technology
- Balanced Literacy

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	17	19	18	39	29	14	17	15	22	5	7	5
Mathematics	23	19	17	15	21	22	19	14	21	6	7	5
Science	26	23	23	10	12	10	16	5	17	8	6	8
Social Science	21	21	19	20	14	10	12	11	16	5	6	9

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 2015-16)

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
English	1
Foreign Language	1
Mathematics	1
Social Science	3
Totals	6
Percent of Students in AP Courses	21.0%

COUNSELING & SUPPORT STAFF (SCHOOL YEAR 2015-16)

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 1:385. 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.

EXPENDITURES & SERVICES FUNDED (FISCAL YEAR 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,829
From Supplemental/Restricted Sources	\$2,197
From Basic/Unrestricted Sources	\$5,632
District	
From Basic/Unrestricted Sources	\$5,198
Percentage of Variation between School & District	8.3%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-0.8%

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>.

SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2014-15)

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	\$61,084
District	\$69,578
Percentage of Variation	-12.2%
School & State	
All Unified School Districts	\$74,216
Percentage of Variation	-17.7%

TEACHER & ADMINISTRATIVE SALARIES (SCHOOL YEAR 2014-15)

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		
2014-15		
	District	State
Beginning Teachers	\$41,415	\$44,958
Mid-Range Teachers	\$60,566	\$70,581
Highest Teachers	\$85,450	\$91,469
Elementary School Principals	\$108,937	\$113,994
Middle School Principals	\$109,039	\$120,075
High School Principals	\$115,962	\$130,249
Superintendent	\$250,000	\$218,315
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	6.0%	5.0%

DISTRICT REVENUE SOURCES (FISCAL YEAR 2015-16)

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).