



Baden High (Continuation) School

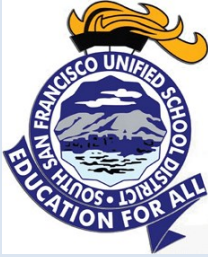
825 Southwood Dr. • South San Francisco, CA 94080 • 650.877.8769 • Grades 9-12

Stephen Redmond, Principal

sredmond@ssfusd.org

<https://badenhs.schoolloop.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



South San Francisco Unified School District

398 B. Street
South San Francisco, CA 94080
650.877.8700
www.ssfusd.org

District Governing Board

Eddie Flores
Board President

Mina A. Richardson
Board Vice President

Patricia A. Murray
Board Clerk

John C. Baker
Board Member

Daina R. Lujan
Board Member

District Administration

Shawnterra Moore, Ed.D.
Superintendent

Keith B. Irish
**Assistant Superintendent, Educational
Services and Categorical Programs**

Jay Spaulding, Ed.D.
**Assistant Superintendent Human Resources
and Student Services**

Ted O
Assistant Superintendent, Business Services

Karla Groth, Ed.D.
**Director English Learner Programs,
Categorical Programs and Special Projects**

Jason Brockmeyer
**Director of Innovation, Community Outreach
and Special Projects**

Marianne Hew, Ed.D.
**Director of Student Performance, Program
Evaluation, and Instructional Interventions**

Ryan Sebers
Director of Student Services

Sabrina Yacoub
**Director, Pupil Personnel Services and Special
Education**

Joseph Siam
Director of Technology

Ronald Vose
Director of Facilities and Safety

Fran Debost, MS, RDN
**Director of Nutrition Services and
Distribution**

School Description

Baden High School Mission Statement

Baden High School provides a safe and engaging alternative learning environment that establishes a foundation for academic success. Students receive individualized counseling and support, explore future options, and develop the skills necessary to achieve future independence as productive members of society.

Baden High School

Expected Schoolwide Learning Results

- I. Students will develop the academic and critical thinking skills necessary to become effective communicators and productive members of society.
 - A. Develop proficient skills in all core subject areas
 - B. Develop the ability to positively and productively communicate with other members of society and in the workplace
 - C. Develop critical thinking skills in order to make wise choices and solve problems
 - D. Identify personal creative abilities
- II. Demonstrate Responsibility and Respect for Self and Others
 - A. Develop responsibility both academically and personally
 - B. Develop an awareness of personal wellness
 - C. Develop a positive attitude in order to promote self-esteem in self and others
 - D. Develop effective and responsible interpersonal and socialization skills
 - E. Understand social issues and respect different points of view
- III. Students will demonstrate Civic Responsibility and Career Awareness
 - A. Participate in community and school service
 - B. Become aware of future training and school options in order to prepare for the workplace and develop lifelong learning habits

Baden High School

Baden High School was first established in 1966. It has operated at various locations but was re-located at its present site in the early 1980's when Southwood Junior High School was closed due to declining enrollment.

The Baden Continuation Program has a three period, eighty-three minute block schedule. Students are released at 12:30pm. Class size fluctuates and enrollment fluctuates because of the open entry/exit nature of the program; however average class size is 18.3 students.

Baden has a collaborative working relationship with the District Adult Education program, and this has been strengthened even further since our administrator is now the Principal for both schools. There is also a strong working relationship and regular interaction and sharing of information with the San Mateo Community College District. The Baden Principal is a member of the Adult Education College & Career Educational Leadership consortium which includes members from Jefferson Adult School, San Mateo Adult School, Sequoia Adult School, La Costa Adult School, Skyline College, Canada College, College of San Mateo. Collaboration and support has been established with the Family Service Agency of San Mateo, Skyline College, and the South San Francisco Rotary. School stakeholders wish to foster partnerships with community businesses, trade organizations, and other groups that can help transition our students into post-high school educational and vocational programs. We have teamed with the South San Francisco Police Department to implement the Fresh Lifelines for Youth Program. This is designed to work with at-risk students who have encountered legal problems. Baden High School is composed of four specialized programs, each of which addresses the various needs of students in the South San Francisco Unified School District.

Alternative Educational Programs at Baden High School

- Continuation High School Program
- District's Independent Study Program
- Therapeutic Day School (TDS)
- Community Day School (CDS)

About the SARC

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

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

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	1
Filipino	6.8
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	3.9
White	8.7
Two or More Races	4.9
Socioeconomically Disadvantaged	63.1
English Learners	19.4
Students with Disabilities	22.3
Foster Youth	1
Homeless	1.9

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	1
Grade 11	37
Grade 12	63
Total Enrollment	103

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Baden High (Continuation) School	18-19	19-20	20-21
With Full Credential	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	436
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Baden High (Continuation) School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Common Core Algebra I, CC Geometry, CC Algebra 2/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Biology/2008 Holt McDougal Earth Science/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Pearson-Prentice Hall-Abriendo Paso (AP Spanish) / Gr 9-12 / 2012; McDougal Littell-Wesley-En Espanol! / Gr 9-12 / 2000; McDougal Littell-Wesley-Disc. French / Gr 9-12 / 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Prentice Hall - Health / Gr 9-12 / 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements

Baden High School was built in 1953. The school has 11 teaching stations (5 buildings) providing education for grades 10-12. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: December 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	17	N/A	52	N/A	50	N/A
Math	0	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	4	N/A	28	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2019-20)

Parents are encouraged to participate in the school's Site Council and parent nights. Parents are also welcome to attend selected field trips and/or on-campus activities, such as student BBQ's and Back to School Night. Parent conferences with teachers, counselors and the principal are part of an ongoing process at Baden High School. Parents are invited to a college financial aid workshop each semester.

To learn more about specific opportunities for getting involved, please

contact the school principal, Stephen Redmond, at 650-877-8769 or sredmond@ssfusd.org

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)**School Safety Plan – Most Recent Year**

The school safety plan is coordinated with SSF Adult School as we share the same campus. It is also coordinated with the District and County Emergency plans and procedures. Emergency drills are scheduled at the beginning of the year, and staff/students participate in these drills. Emergency supplies, water and food are stored on campus in a secure location. An emergency team with specific roles and duties has been established. This is revised and discussed each year. Two way radios and secure phones are used for communication purposes. The Principal has been trained by the District in the event that a dangerous intruder is on campus.

Suspensions and Expulsions**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.7	5.6	5.6	5.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	51.5

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	14	9			11	12			15	6	4	
Mathematics	6	12			7	10			6	10		
Science	3	15			5	12			5	12		
Social Science	4	28			4	30			5	28		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As a site we have worked hard to find the balance of creating rigor to prepare students for life after high school and not following the standard model that most of our students have struggled with. To do that we participate in the district wide professional development that takes place three times a year. This gives our teachers the opportunity to collaborate with their comprehensive high counterparts. We also get a chance to check in around district wide pacing guides and common assessments. Until this school year we have not participated in administering district common assessments.

We maintain our own professional development by meeting once a week as a group. This gives us an opportunity to focus on school wide goals, individual monitoring, student performance data reporting and planning.

Teachers are also given the opportunity to participate in professional development that follows our school focus areas.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,112	\$49,782
Mid-Range Teacher Salary	\$81,034	\$76,851
Highest Teacher Salary	\$102,669	\$97,722
Average Principal Salary (ES)	\$129,164	\$121,304
Average Principal Salary (MS)	\$140,035	\$128,629
Average Principal Salary (HS)	\$163,775	\$141,235
Superintendent Salary	\$220,691	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12349.52	2505.44	9844.08	\$80,994
District	N/A	N/A	2097.23	\$78,059
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	129.7	3.7
School Site/ State	23.8	2.2

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

Types of Services Funded

Types of Services Funded (Fiscal Year 2019-20)

A College and career class is a graduation requirement that is co-taught by Baden counselors and instructors from Skyline College. Students learn about the various programs at Skyline, as well as the application and enrollment process.

Baden High School has two academic counselors who help students with classroom support and social and emotional hurdles that contribute to students falling off track. The two counselors give our students necessary support that they do not receive at the two comprehensive high schools.

State Priority: Pupil Engagement

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

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

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

Rate for Baden High (Continuation)	2016-17	2017-18	2018-19
Dropout Rate	12.5	7.7	5.6
Graduation Rate	58.3	51.3	71.1

Rate for South San Francisco Unified	2016-17	2017-18	2018-19
Dropout Rate	5.1	6.5	4.7
Graduation Rate	86.4	81.2	85

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	13
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Career Technical Education Programs

Due to the small size of Baden High School, there is no formal CTE department or list of vocational course offerings. Woodshop is one of the elective options at Baden High School. Students who qualify can also take concurrent Career Technical Education classes through the adult education program, which shares the campus with the continuation program. Three San Mateo County community colleges are also available for students who are interested in afternoon, Saturday or evening CTE classes. Counselors discuss post high school options with students on an ongoing basis. A school-to-career class co-taught by Baden staff and Skyline College instructors is a five credit academic requirement mandates that students demonstrate the ability to write a resume, cover letter, and the development of a personal profile. The class also exposes students to the certificate program offered at Skyline, as well as the process for transferring to a four year university. This is a graduation requirement for all Baden students.

DataQuest

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

California School Dashboard

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