



Baden High (Continuation) School

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

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



South San Francisco Unified School District

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District Governing Board

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District Administration

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Superintendent

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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

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Jason Brockmeyer

Director of Innovation, Community Outreach and Special Projects

Valerie Garrett, Ed.D.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	6
Grade 11	31
Grade 12	70
Total Enrollment	107

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

Indicator	17-18	18-19	19-20
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.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
Asian	1.9
Filipino	10.3
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	3.7
White	4.7
Two or More Races	1.9
Socioeconomically Disadvantaged	58.9
English Learners	15.9
Students with Disabilities	15.9
Foster Youth	0.9
Homeless	0.9

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	17-18	18-19	19-20
With Full Credential	9	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

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

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 instruction 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 2019

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)

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)

Year and month in which data were collected: December 2019

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	6	17	50	52	50	50
Math	0	0	43	44	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	52	85.25	17.31
Male	41	36	87.80	19.44
Female	20	16	80.00	12.50
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	40	81.63	17.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	37	30	81.08	10.00
English Learners	14	11	78.57	9.09
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	41	80.39	0.00
Male	35	29	82.86	0.00
Female	16	12	75.00	0.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	30	76.92	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	31	24	77.42	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 on-going 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 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	5.7	5.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	42.8

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	17	6	2		14	9			11	12		
Mathematics	6	16			6	12			7	10		
Science	7	8			3	15			5	12		
Social Science	5	24			4	28			4	30		

* 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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

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

Types of Services Funded

Types of Services Funded (Fiscal Year 2018-19)

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.

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

Rate for Baden High (Continuation)	2015-16	2016-17	2017-18
Dropout Rate	14.6	12.5	7.7
Graduation Rate	81.3	58.3	51.3

Rate for South San Francisco Unified	2015-16	2016-17	2017-18
Dropout Rate	7	5.1	6.5
Graduation Rate	91.9	86.4	81.2

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 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).

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8,809.24	8602.13	207.11	\$80,994
District	N/A	N/A	2,508.78	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-169.5	0.0
School Site/ State	-188.7	5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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