

# Baden High (Continuation) School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Baden High (Continuation) School
<b>Street</b>	825 Southwood Dr.
<b>City, State, Zip</b>	South San Francisco, CA 94080
<b>Phone Number</b>	650.877.8769
<b>Principal</b>	Stephen Redmond
<b>Email Address</b>	sredmond@ssfusd.org
<b>School Website</b>	<a href="https://badenhs.schoolloop.com/">https://badenhs.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	41690704130324

## 2021-22 District Contact Information

<b>District Name</b>	South San Francisco Unified School District
<b>Phone Number</b>	650.877.8700
<b>Superintendent</b>	Shawnterra Moore, Ed.D.
<b>Email Address</b>	smoore@ssfusd.org
<b>District Website Address</b>	www.ssfusd.org

## 2021-22 School Overview

### 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

## 2021-22 School Overview

### 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	23
Grade 12	102
<b>Total Enrollment</b>	<b>129</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	2.3
Black or African American	0.8
Filipino	14.7
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	3.9
Two or More Races	6.2
White	7.8
English Learners	15.5
Foster Youth	0.8
Homeless	1.6
Socioeconomically Disadvantaged	48.8
Students with Disabilities	34.9

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.7	53.3	339.5	85.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	2.5	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	11.1	7.8	2.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.2	35.6	7.0	1.8	12115.8	4.4
<b>Unknown</b>	0.0	0.0	39.2	9.9	18854.3	6.9
<b>Total Teaching Positions</b>	8.9	100.0	396.1	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	1.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	3.2
<b>Total Out-of-Field Teachers</b>	3.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync/2017	Yes	0%
Mathematics	Pearson Common Core Algebra I, CC Geometry, CC Algebra 2/2015	Yes	0%
Science	Pearson Biology/2008 Holt McDougal Earth Science/2010	Yes	0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019	Yes	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	Yes	0%
Health	Prentice Hall - Health / Gr 9-12 / 2012	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

### 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

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	15	30.61	69.39	35.71
Female	20	8	40	60	--
Male	29	7	24.14	75.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	12	32.43	67.57	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	4	36.36	63.64	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	8	32	68	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	14	28.57	71.43	7.14
Female	20	7	35.00	65.00	--
Male	29	7	24.14	75.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	12	32.43	67.57	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	4	36.36	63.64	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	7	28.00	72.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	29.57	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	85	NT	NT	NT	NT
<b>Female</b>	27	NT	NT		
<b>Male</b>	58	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	55	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	14	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	12	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	41	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	25	NT	NT	NT	NT

## 2020-21 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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	31.88
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	2.22

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

##### 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 2021-2022)

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

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.6	22.7	21.1	4.7	8.8	5.1	9.0	8.9	9.4
Graduation Rate	71.1	57.3	46.7	85.0	84.0	87.1	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	90	42	46.7
Female	32	15	46.9

<b>Male</b>	58	27	46.6
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	11	5	45.5
<b>Hispanic or Latino</b>	60	28	46.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	19	7	36.8
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	69	29	42.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	15	3	20.0

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	175	157	87	55.4
<b>Female</b>	60	56	33	58.9
<b>Male</b>	115	101	54	53.5
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	6	5	0	0.0
<b>Black or African American</b>	1	0	0	0.0
<b>Filipino</b>	23	21	11	52.4
<b>Hispanic or Latino</b>	112	102	58	56.9
<b>Native Hawaiian or Pacific Islander</b>	8	7	5	71.4
<b>Two or More Races</b>	13	13	8	61.5
<b>White</b>	12	9	5	55.6
<b>English Learners</b>	29	26	15	57.7
<b>Foster Youth</b>	1	0	0	0.0
<b>Homeless</b>	4	4	2	50.0
<b>Socioeconomically Disadvantaged</b>	87	77	50	64.9
<b>Students Receiving Migrant Education Services</b>	4	4	1	25.0
<b>Students with Disabilities</b>	53	45	18	40.0

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.65	0.00	5.39	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.41	3.98	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	12		
Mathematics	7	10		
Science	5	12		
Social Science	4	30		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	6	4	
Mathematics	6	10		
Science	5	12		
Social Science	5	28		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	5	1	
Mathematics	5	6		
Science	7	4		
Social Science	4	17		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	64.5

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$16,677	\$3,117.98	\$9,203.17	\$80,387
<b>District</b>	N/A	N/A	\$2,074.46	\$80,387
<b>Percent Difference - School Site and District</b>	N/A	N/A	126.4	0.0
<b>State</b>			\$8,444	\$81,044
<b>Percent Difference - School Site and State</b>	N/A	N/A	8.6	-0.8

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,352	\$51,029
<b>Mid-Range Teacher Salary</b>	\$82,857	\$78,583
<b>Highest Teacher Salary</b>	\$104,979	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$135,036	\$124,576
<b>Average Principal Salary (Middle)</b>	\$143,186	\$131,395
<b>Average Principal Salary (High)</b>	\$167,460	\$144,697
<b>Superintendent Salary</b>	\$242,000	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3

# South San Francisco Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	South San Francisco Unified School District
<b>Phone Number</b>	650.877.8700
<b>Superintendent</b>	Shawnterra Moore, Ed.D.
<b>Email Address</b>	smoore@ssfusd.org
<b>District Website Address</b>	www.ssfusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4272	3488	81.65	18.35	47.01
<b>Female</b>	2013	1650	81.97	18.03	53.22
<b>Male</b>	2259	1838	81.36	18.64	41.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	549	482	87.80	12.20	70.69
<b>Black or African American</b>	50	33	66.00	34.00	27.27
<b>Filipino</b>	824	725	87.99	12.01	61.44
<b>Hispanic or Latino</b>	2130	1698	79.72	20.28	31.57
<b>Native Hawaiian or Pacific Islander</b>	82	74	90.24	9.76	29.73
<b>Two or More Races</b>	374	286	76.47	23.53	64.18
<b>White</b>	254	183	72.05	27.95	53.89
<b>English Learners</b>	860	733	85.23	14.77	13.85
<b>Foster Youth</b>	19	9	47.37	52.63	--
<b>Homeless</b>	70	42	60.00	40.00	10.53
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1727	1411	81.70	18.30	31.23
<b>Students Receiving Migrant Education Services</b>	24	21	87.50	12.50	9.52
<b>Students with Disabilities</b>	697	481	69.01	30.99	13.14

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4272	3463	81.06	18.94	38.42
<b>Female</b>	2013	1629	80.92	19.08	41.19
<b>Male</b>	2259	1834	81.19	18.81	35.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	549	485	88.34	11.66	68.32
<b>Black or African American</b>	50	33	66.00	34.00	18.18
<b>Filipino</b>	824	726	88.11	11.89	51.03
<b>Hispanic or Latino</b>	2130	1675	78.64	21.36	21.76
<b>Native Hawaiian or Pacific Islander</b>	82	73	89.02	10.98	21.92
<b>Two or More Races</b>	374	283	75.67	24.33	53.79
<b>White</b>	254	181	71.26		48.07
<b>English Learners</b>	860	719	83.60	16.40	13.57
<b>Foster Youth</b>	19	10	52.63	47.37	--
<b>Homeless</b>	70	34	48.57	51.43	12.50
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1727	1396	80.83	19.17	22.59
<b>Students Receiving Migrant Education Services</b>	24	21	87.50	12.50	0.00
<b>Students with Disabilities</b>	697	484	69.44	30.56	8.75

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.