

The School Plan for Student Achievement

School: Baden High (Continuation) School
CDS Code: 41690704130324
District: South San Francisco Unified School District
Principal: Stephen Redmond
Revision Date:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal
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The District Governing Board approved this revision of the SPSA on 5/9/2019.

School Vision and Mission

Baden High (Continuation) School's Vision and Mission Statements

Baden 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 coping skills necessary to achieve future independence as productive members of society.

School Profile

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 County ROP Program and the community college district. The Baden Principal is a member of the Skyline College EOPS Advisory Committee and the Chairman of a District Career Technical Education Committee, which includes members from both ROP and the SMCCD. Collaboration and support has been established with Pyramid Alternatives, San Jose State, Stanford University, 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 six 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)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	62	52	61	46	27	33	43	27	33	74.2	51.9	54.1
All Grades	62	52	61	46	27	33	43	27	33	74.2	51.9	54.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2470.7	2460.1	2450.8	5	0.00	0.00	5	14.81	6.06	28	18.52	30.30	63	66.67	63.64
All Grades	N/A	N/A	N/A	5	0.00	0.00	5	14.81	6.06	28	18.52	30.30	63	66.67	63.64

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	7	3.70	0.00	47	29.63	39.39	47	66.67	60.61	
All Grades	7	3.70	0.00	47	29.63	39.39	47	66.67	60.61	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	0.00	0.00	35	29.63	21.21	63	70.37	78.79
All Grades	2	0.00	0.00	35	29.63	21.21	63	70.37	78.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	0.00	12.12	42	33.33	45.45	53	66.67	42.42
All Grades	5	0.00	12.12	42	33.33	45.45	53	66.67	42.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	11.11	0.00	58	22.22	33.33	37	66.67	66.67
All Grades	5	11.11	0.00	58	22.22	33.33	37	66.67	66.67

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	62	52	58	46	25	32	39	25	32	74.2	48.1	55.2
All Grades	62	52	58	46	25	32	39	25	32	74.2	48.1	55.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2436.4	2413.4	2399.0	0	0.00	0.00	3	0.00	0.00	3	0.00	3.13	95	100.0	96.88
All Grades	N/A	N/A	N/A	0	0.00	0.00	3	0.00	0.00	3	0.00	3.13	95	100.0	96.88

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	0	0.00	0.00	10	0.00	0.00	90	100.0	100.0	
All Grades	0	0.00	0.00	10	0.00	0.00	90	100.0	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	28	12.00	15.63	72	88.00	84.38
All Grades	0	0.00	0.00	28	12.00	15.63	72	88.00	84.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	38	40.00	25.00	62	60.00	75.00
All Grades	0	0.00	0.00	38	40.00	25.00	62	60.00	75.00

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
93	61.3%	19.4%	1.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	19.4%
Foster Youth	1	1.1%
Homeless	2	2.2%
Socioeconomically Disadvantaged	57	61.3%
Students with Disabilities	14	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.1%
Filipino	6	6.5%
Hispanic	68	73.1%
Two or More Races	5	5.4%
Pacific Islander	3	3.2%
White	10	10.8%







Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>No Performance Color</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>Orange</p>		

Conclusions based on this data:

- 1.

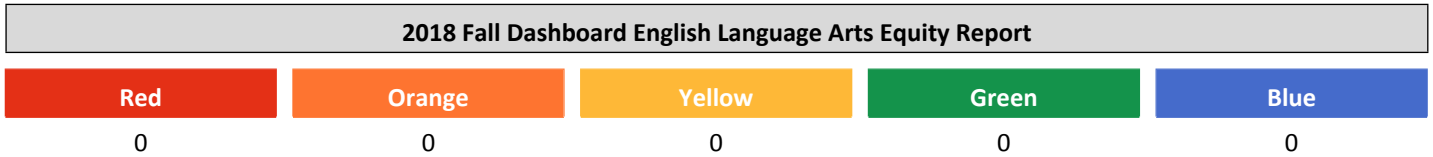
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 141.2 points below standard Declined -45.1 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 133.8 points below standard 11 students	 No Performance Color 0 Students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 148.4 points below standard 14 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 5 students

Conclusions based on this data:

- 1.

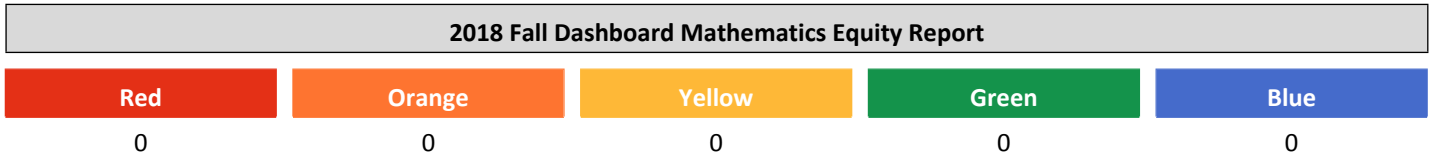
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 240.3 points below standard 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 248.6 points below standard 12 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 5 students

Conclusions based on this data:

- 1.

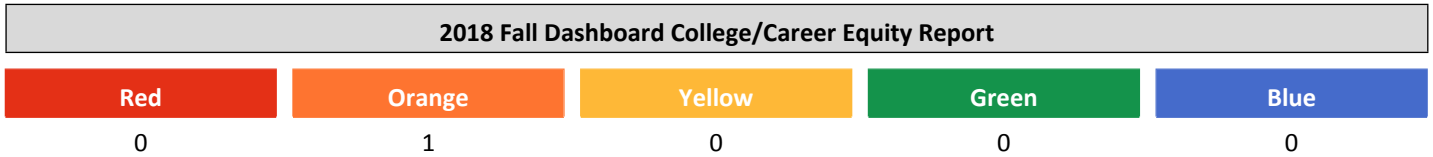
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.2% prepared Increased 2.2% 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 3.4% prepared Increased 3.4% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9% prepared Increased 2.9% 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	2.2 Prepared
Approaching Prepared	0 Approaching Prepared	4.4 Approaching Prepared
Not Prepared	100 Not Prepared	93.3 Not Prepared

Conclusions based on this data:

- 1.

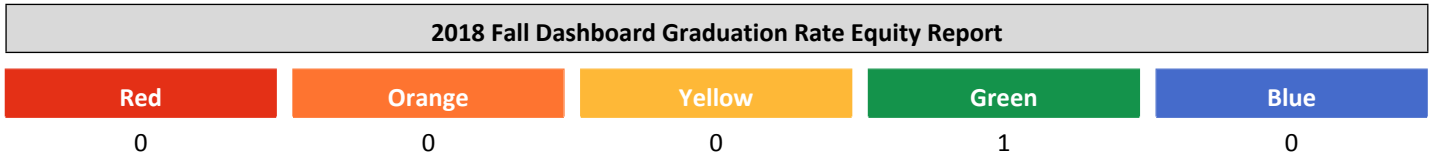
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>86.7% graduated</p> <p>Maintained -0.3%</p> <p>45 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>93.1% graduated</p> <p>Increased +5.6%</p> <p>29 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 88.2% graduated Increased +4.4% 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
87% graduated	86.7% graduated

Conclusions based on this data:

- 1.

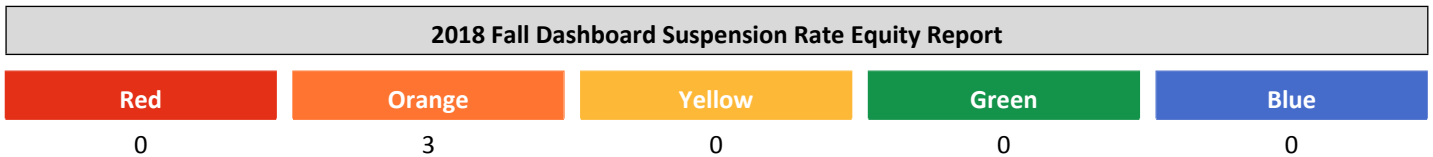
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.7% suspended at least once</p> <p>Increased 5.1%</p> <p>158 students</p>	<p>English Learners</p> <p>Orange</p> <p>3.3% suspended at least once</p> <p>Increased 3.3%</p> <p>30 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 3 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.1% suspended at least once</p> <p>Increased 2.1%</p> <p>96 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>3.4% suspended at least once</p> <p>Increased 3.4%</p> <p>29 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 8.3% suspended at least once 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.3% suspended at least once Increased 3.5% 116 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 7.7% suspended at least once Increased 7.7% 13 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	0.6% suspended at least once	5.7% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: Instruction Program: Reading / Language Arts (Including Interventions)
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy. Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
All Baden students will continue to progress towards proficient level in ELA. All students will participate in critical reading and writing curriculum aligned with the CCSS. By June, 2019, all 11th graders will increase by 5% in the percentage of students meeting or exceeding standards in English Language Arts as measured by the 2019 ELA Smarter Balanced results. By June, 2018, 90% of our 12th graders will graduate.
Data Used to Form this Goal:
Student SBAC scores and graduation data from 2017-18, 2016-17, 2015-16, 2014-15
Findings from the Analysis of this Data:
Trend of proficient scores increased under CSTs and growth is needed on the CAASPP ELA..
How the School will Evaluate the Progress of this Goal:
Work with Data Analyst to obtain data. Share with staff and analyze. Share with Site Council and analyze. Share findings with Board of Trustees in Annual Board Report. Review teacher lesson plans aligned with CCSS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1. SBAC Goal Task: 1. Reading and writing strategies and assignments aligned with the common core state standards will be taught in all classes. A writing assignment will be assigned every six weeks between alternating curricular areas. Critical reading assignments	Start Date: 08/15/2018 Completion Date: 05/30/2019	1. Principal 2. All Teachers 3. Resource Specialist 4. District administrative support team.	Site Allocation Materials to support student attainment of CCSS	4000-4999: Books And Supplies	Site Allocation	8,436

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will be introduced in every class each week. These assignments will include complex reading passages and will be accompanied by close reading strategies including annotation. The use of Up Front Magazine will provide students with non-fiction reading opportunities and common core related activities to demonstrate ability to cite evidence, determine author purpose and other common core ELA standards.</p> <p>Measures:</p> <p>1. Student SBAC scores 2. Individual student portfolios 3. Student grades and credits earned for each quarter 4. Student attendance</p>						
<p>Action 2: ELA Professional Development</p> <p>Task:</p> <p>1. Teacher participation in district trainings 2. Teacher participation in site level trainings 3. Adopt teaching strategies that will address the teaching of the Common Core State Standards 4. Teachers across the curriculum will work collaboratively to create writing rubrics and a model for uniform use of student portfolios 5. Teachers will participate in weekly staff/curriculum meeting to develop schoolwide projects that will incorporate common core state standards.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, All Teachers	<p>Educator Effectiveness</p> <p>Teacher conferences related to CCSS</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Educator Effectiveness</p>	588

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures:</p> <p>1. Changes to curriculum and strategies that come about as a result of district and site training 2. Completed portfolios for students 3. Implementation of Common Core strategies across the curriculum 4. Use of assessment that reflect teaching of the CCSS. 5. Implementation of schoolwide project based learning.</p>						
<p>Action 3: Extended Learning Time</p> <p>Task:</p> <p>Provide after school tutoring for Baden students for credit recovery</p> <p>Measures:</p> <p>Student Sign In Sheet</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, All Baden Teachers				
<p>Action 4: Increased Educational Opportunity</p> <p>Task:</p> <p>Development of Strategies for teaching writing across all subject areas. Teacher participation in Common Core Standards training. Development of student portfolios. Through Project Based learning, students participate in common core aligned writing activities and</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Baden Teachers, SM County and District Trainers	<p>Site Discretionary</p> <p>Improve technology</p> <p>Site Allocation</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p> <p>Site Allocation</p>	<p>8300</p> <p>340</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>assignments. Projects are schoolwide and all students are writing across the curriculum</p> <p>Measures:</p> <p>Teacher lesson plans, Sign In sheets for Common Core PD training, Staff Meeting minutes, Student book reports and other assignments based upon supplementary reading as well as student portfolios.</p>						
<p>Action 5: Staff Development</p> <p>Task:</p> <p>1. Teacher participation in Common Core State Standards training at the site and district level. 2. Teachers will work collaboratively to develop writing and reading across the curriculum assignments 3. Teachers will take advantage of staff development opportunities for ELA through district CCSS allocations. Teachers will participate in weekly staff/curriculum meetings to collaborate on lesson plans and schoolwide project based learning.</p> <p>Measures:</p> <p>1. Teacher lesson plans 2. Student portfolios</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Teachers				
Action 6: Auxiliary Services	Start Date:	Clerical staff,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <p>1. Use on-line software to enhance science and math curriculum 2. Administrative/Counselor one-on-one meetings with students to review prior achievement 3. Goal setting with students/parents 4. Counselors visiting classrooms to review transcripts every six weeks.</p> <p>Measures:</p> <p>1. Student grades and credits 2. Student Portfolios</p>	<p>08/15/2018</p> <p>Completion Date:</p> <p>05/30/2019</p>	<p>Counselor,s</p> <p>Principal, Baden</p> <p>teachers</p>				

Planned Improvements in Student Performance

School Goal #2

SUBJECT: MATHEMATICS
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics.
SCHOOL GOAL #2:
Students work will show evidence of instruction that is aligned with the CCSS. All Baden students will continue to progress towards proficient level in Math. Students will participate in Algebra and Geometry curriculum aligned with the CCSS. By May, 2019, all 11th graders will increase by 5% in the percentage of students meeting or exceeding standards in Math as measured by the 2018 Algebra Smarter Balanced results. By May, 2019, 90% of our 12th graders will graduate.
Data Used to Form this Goal:
Students work and assignments aligned with the CCSS
Findings from the Analysis of this Data:
CST scores improved over the past three years and were over 10% for the first time in 2011-2012 and need improvement on CAASPP Math.
How the School will Evaluate the Progress of this Goal:
Principal will work with school data analyst to evaluate scores in order to share with staff, district administration and Board of Trustees. Teacher lesson plans that show alignment with the CCSS Strong CCSS Math instruction based on the Standards for Mathematical Practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1: MATH SBAC Goal Task: 1. District adopted text and teacher created materials develop a algebra/geometry curriculum that will engage and challenge students 2.	Start Date: 08/15/2018 Completion Date: 05/30/2019	1. Principal 2. Math Teacher 3. Resource Specialist 4. District administrative support team.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Analysis of Math curriculum and academic intervention strategies currently in place. 3. Revision of strategies and curriculum to align with the CCSS.</p> <p>Measures:</p> <p>1. Student work and portfolio. 2. Smarter Balanced assessment</p>						
<p>Action 2: Math Professional Development</p> <p>Task:</p> <p>1. Math teacher participation in District trainings related to CCSS 2. Math teacher participation in site level trainings</p> <p>Measures:</p> <p>1. lesson plans and changes to curriculum and strategies that come about as a result of District and Site training and alignment with CCSS 2. Multi-Year comparison reports for Math</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Math Teacher				
<p>Action 3: Extended Learning Time</p> <p>Task:</p> <p>Provide after school opportunities for credit recovery</p> <p>Measures:</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Math Teacher, All Baden teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student sign in sheets, graduation rate						
<p>Action 4: Increased Educational Opportunity</p> <p>Task:</p> <p>Develop opportunities for students to use web based online credit recovery math classes and tutoring programs.</p> <p>Measures:</p> <p>Student rosters, sign-in sheets</p> <p>People Assigned:</p> <p>Principal, math teacher, counselors</p>	<p>Start Date:</p> <p>08/15/2018</p> <p>Completion Date:</p> <p>05/30/2019</p>	Principal, math teacher, counselors				
<p>Action 5: Staff Development</p> <p>Task:</p> <p>Teachers participation in district adopted text training and Common Core State Standards training for math. Teachers will take advantage of CCSS math staff development opportunities.</p> <p>Measures:</p> <p>Curriculum adjustments based upon CCSS training and Agile Minds.</p>	<p>Start Date:</p> <p>08/15/2018</p> <p>Completion Date:</p> <p>05/30/2019</p>	Principal, Baden staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Instructional Program: Efforts Regarding Improving the Performance of English Language Learners
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the California English Language Development Test (CELDT).
SCHOOL GOAL #3:
EL students at Baden High School are typically level 3 or above on previous CELDT scores. As we transition into ELPAC the goal for these students is that they advance one level per year based upon their annual ELPAC test. This is consistent with and actually exceeds the goals set by the SSFUSD, our LEA (see below). A supporting goal is to more efficiently manage ELPAC test scores for incoming students and to test all Baden EL learners during the first grading term for Baden High School (first 6 weeks of school). <ul style="list-style-type: none">Includes: Target group(s) participating in this goal; Performance gains expected for these students; Means of monitoring program implementation and results; Means of evaluating progress toward this goal; Group data needed to measure academic gains) Goal 3a: A minimum of 63.5% of English Learners will make at least one level of growth in English Proficiency as measured by the ELPAC (AMAO #1) Goal 3b: A minimum of 26.7% of students receiving ELD services for less than five years will reach English Proficiency as measured by the ELPAC (Overall of 4 or 5 with subsets at 3 or above) (AMAO #2) Goal 3c: A minimum of 54.7% of students receiving ELD services for five years or more will reach English Proficiency as measured by the ELPAC (Overall of 4 or 5 with subsets at 3 or above) (AMAO #2)
Data Used to Form this Goal:
Previous CELDT data from the 2016-2017 school year. As we transition into using the ELPAC assessment, we use the most recent scores to monitor student success.
Findings from the Analysis of this Data:
There is a need to do a better job collecting data and testing Baden EL students. Once this data is collected, the principal can work with the Baden staff and District administration to determine any particular areas of concern and growth areas that need to be addressed in order for students to meet the goal stated above.
How the School will Evaluate the Progress of this Goal:
Principal will share information with stakeholders (staff and site council). A focus on language acquisition through strong literacy instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1: Level Advancement for EL Students</p> <p>Task:</p> <p>1. Baden independent studies teacher to test all Baden EL students (CELDT). 2. Staff summary report of Baden students and levels. 3. Work with staff and district to develop intervention strategies to meet the needs of EL learners. 4. Analysis of previous year's scores to determine if goal is met.</p> <p>Measures:</p> <p>1. Analysis of EL student performance at Baden (credits/grades) 2. Subsequent (next year) CELDT scores for students who have attended Baden for at least 6 grading periods (one full year).</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>1. Principal 2. Baden Office Assistant 3. Independent Studies Teacher 4. Resource Specialist 5. Core Curriculum teachers.</p>	<p>EL SUPPORT</p> <p>Materials to support EL Students attainment of the CCSS</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p>	<p>2850</p>
<p>Action 2: SDAIE Instruction</p> <p>Task:</p> <p>Site PD to review SDAIE best practices in delivering a common core standards based curriculum for all Baden students, but especially to meet needs of EL and SPED students</p> <p>Measures:</p> <p>Average Credits earned per grading period for Baden EL students, EL student performance on CAASPP</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Principal, Baden Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 3: SBAC Preparation</p> <p>Task:</p> <p>Curriculum embedded strategies for SBAC preparation. Common core standards addressed in Schoolwide project based learning.</p> <p>Measures:</p> <p>Student SBAC scores, especially ELA portion, Student Report Cards</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Baden Principal and Teachers				
<p>Action 4: CCSS Teaching Strategies and Implementation Books</p> <p>Task:</p> <p>Site and District PD in the areas of CCSS implementation. Collaboration time with comprehensive high schools.</p> <p>Measures:</p> <p>Notes from high school collaboration time, Minutes of Staff meetings devoted to designated PD topics</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Baden Principal, Baden Staff				
<p>Action 5: Student Incentive Program</p> <p>Task:</p> <p>EL students to be included in activities related to Student Incentive</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Baden staff, SSC Committee, Baden Volunteers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Programs such as Top Credit Earner Recognition</p> <p>Measures:</p> <p>EL student participation and eligibility for Top Credit Earner recognition, certificates of merit, Ropes Course participation, and graduation awards/scholarships.</p>						
<p>Action 6: Monitoring of EL Students</p> <p>Task:</p> <p>Develop an improved process for tracking, testing and monitoring Baden EL students. Develop better communication process with EL parents. Develop procedures for re-designating EL students</p> <p>Measures:</p> <p>Results of tracking and testing Written Redesignation Process</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Principal, Counselors, District Administration</p>				

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Enviroments Conducive to Learning and Prevention of at risk behaviors
LEA/LCAP GOAL:
All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.
SCHOOL GOAL #4:
Students transfer to Baden for a variety of reasons. The main gain goal for Baden is to provide a positive learning experience for all students, so that they may build momentum to have a positive transition into college or career. We work to maintain and improve the school culture and school climate for all students, including increased counseling, increased parent/community involvement, and varied extra-curricular and school to career activities. We expect 100% of our students to have contact with a college or career opportunities to provide exposure for transition after high school. We will reduce the number of suspensions by 5% by June 2019.
Data Used to Form this Goal:
Expulsion and suspension statistics Average credit earner chart maintained by Office Assistant Student transcripts Disciplinary referrals
Findings from the Analysis of this Data:
Student achievement and average credits earned have risen every year. Suspensions and expulsions are minimal at Baden. The Counseling and student support at Baden has been very influential in creating a positive school climate. Previous efforts will be expanded and diversified.
How the School will Evaluate the Progress of this Goal:
Analyze student achievement, credits and transcripts each 6 week term.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1: Positive School Climate Task: 1. Work with staff to develop thematic units to be embedded in and to enrich the core curriculum. 2. Use staff meetings and PD days to plan curriculum delivery for thematic	Start Date: 08/15/2018 Completion Date: 05/30/2019	Principal, Baden certificated staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
units and character education lessons and activities. Measures: Staff and PD meeting minutes, six week lesson plans						
Action 2: Baden Infant Center Task: Baden Infant Center: Provide child care for parenting students in collaboration with the Institute for Human and Social Development (IHSD) Measures: Attendance figures from IHSD for infant attendance Attendance figures for students who take advantage of the Infant Center Comparison credits earned figures for parenting students using Infant Center vs. average Baden student	Start Date: 08/15/2018 Completion Date: 05/30/2019	Principal, Baden Infant Center staff, and administrators for IHSD	CAL SAFE CHILD CARE Staffing and Supplies for Baden Infant Center			
Action 3: Student Incentive Program Task: Field Trips for Top Credit Earners, Guest Speaker Program, Vocational Counseling, College Counseling Rewards for Baden Top Credit Earners.	Start Date: 08/15/2018 Completion Date: 05/30/2019	Principal Counseling Staff Baden teachers Jobs for Youth Representatives Community College Representatives Guest Speakers	Gift Fund Supplies Student incentives and field trips	0000: Unrestricted	Gift Fund	2,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures:</p> <p>Student Participation in Student Incentive Program Student Participation in Vocational and College Counseling and Field Trips</p>			<p>GIFT FUND</p> <p>Field Trips and Student Incentives</p> <p>GIFT FUND</p> <p>Ropes course field trip and top credit earner recognition</p>			
<p>Action 4: Professional Development</p> <p>Task:</p> <p>Professional development will focus on creating and implementing lessons aligned with the CCSS, creation of six week thematic units, the development of student portfolios, and the use of project based learning.</p> <p>Measures:</p> <p>Minutes of staff and PD meetings, Teacher reports to staff from Professional development training, six week unit plans, and students portfolios</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Teachers				
<p>Action 5: Collaboration</p> <p>Task:</p> <p>Staff will collaborate on delivering lessons aligned with the CCSS</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal Baden staff School Site Council Baden parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff, Parent and Administrative collaboration to develop student incentive programs</p> <p>Measures:</p> <p>Minutes of Staff Meeting, Minutes of School Site Council Meetings</p>						
<p>Action 6: Monitoring Students</p> <p>Task:</p> <p>Administrative and staff analysis of suspension and expulsion reports. Discussion at School Site Council Meetings. School records in regard to student police contact, pregnancy, drug usage and other evidence of "at risk" behavior. Full use of SYB counseling services.</p> <p>Measures:</p> <p>Minutes of meetings, Police Contact Reports Arrest Reports, Student Attendance, Student Academic Performance</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Principal Teachers Counselors Baden Staff School Site Council Parents</p>				

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Instructional Program: Efforts Regarding Improving the Performance of All Subgroups
LEA/LCAP GOAL:
All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens.
SCHOOL GOAL #5:
By June 2019, 100% of our special education students will have their average credits for special education analyzed. 100% of our significant ethnic subgroups, including but not limited to African American and Pacific Islanders will be monitored in order to assist with the development of instructional strategies that promote the reduction of any achievement gaps.
Data Used to Form this Goal:
Student transcripts Site tracking of average credits earned by grading period. Top Credit Earner Chart
Findings from the Analysis of this Data:
The analysis will determine an adjusted goal as the year progresses.
How the School will Evaluate the Progress of this Goal:
Administrative review of reports generated by office staff. Academic conferencing by Principal and teachers to identify underperforming subgroups in order to develop strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1: Closing Gap for Significant Subgroups Task: 1. Analyze average credits earned for student who fit into a significant subgroup. 2. Determine achievement gaps. 3. Develop strategies and interventions to address achievement gaps. 4. Analyze the impact of strategies and interventions from grading period (6 weeks) to grading period throughout the year. Implementation of	Start Date: 08/15/2018 Completion Date: 05/30/2019	Principal, Baden Office Assistant, Baden certificated staff	Site Discretionary Supplies PBL materials	4000-4999: Books And Supplies	Site Allocation	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>schoolwide integrated projects.</p> <p>Measures:</p> <p>Student report cards, Student portfolios</p>						
<p>Action 2: Alignment of Instruction</p> <p>Task:</p> <p>Teachers will continue to implement District initiatives: use of adopted text and materials; common core standards based instruction; use of adopted texts and materials; EDI; effective CFU strategies; and data analysis to determine achievement gaps for significant subgroups.</p> <p>On-line science curriculum will be taught partially through Edgenuty. Students will have a dedicated science class instead of a combo math/science class.</p> <p>Use of CCSS aligned supplemental materials such Upfront Magazine</p> <p>Measures:</p> <p>Analysis of student data: CELDT, Portfolios, Transcripts</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal and Baden staff	<p>Instructional Media</p> <p>Purchase high interest reading materials</p>	4000-4999: Books And Supplies	Instructional Media	57
<p>Action 3: Administrative Support and Supervision</p> <p>Task:</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date:</p>	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Supervision of instruction and support for teachers by Principal by means of cognitive coaching and teacher reflection strategies. Training of teachers to disaggregate class performance by subgroup and develop strategies to address any identified achievement gaps.</p> <p>Measures:</p> <p>Outcomes of teacher class achievement analysis by subgroup Individual staff member goals established as part of the evaluation/administrative support process</p>	05/30/2019					
<p>Action 4: Professional Development</p> <p>Task:</p> <p>Site PD to instruct staff as to how they should analyze credits earned and use authentic assessments and portfolios in order to determine achievement gaps for significant subgroups. Staff collaboration in analyzing overall achievement of Baden students and any identified underperformance of significant subgroups.</p> <p>Measures:</p> <p>Individual teacher analysis results, Staff meeting minutes</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Principal, Staff	<p>Educator Effectiveness</p> <p>Teacher conferences related to closing the gap</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Educator Effectiveness</p>	587

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	9300.	1,000.00
Local Categorical	10000.	10,000.00
Instructional Media	86.	29.00
Site Allocation	5500.	-6,276.00
Site Allocation	3814.	-7,962.00
El Support	2850.	0.00
LCAP At-Risk Student Support	8403.	8,403.00
Site Allocation	20310.	8,534.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Educator Effectiveness	1,175.00
El Support	2,850.00
Gift Fund	2,200.00
Instructional Media	57.00
Site Allocation	11,776.00
Site Discretionary	8,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	2,200.00
1000-1999: Certificated Personnel Salaries	4,025.00
4000-4999: Books And Supplies	20,133.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	1,175.00
1000-1999: Certificated Personnel Salaries	El Support	2,850.00
0000: Unrestricted	Gift Fund	2,200.00
4000-4999: Books And Supplies	Instructional Media	57.00
4000-4999: Books And Supplies	Site Allocation	11,776.00
4000-4999: Books And Supplies	Site Discretionary	8,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,664.00
Goal 3	2,850.00
Goal 4	2,200.00
Goal 5	3,644.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Wilson		X			
Jessica Molina Guzman			X		
Sharon Gray				X	
Dylan Durante					X
Stephen Redmond	X				
Jeff McGowan		X			
Juliet Johnson		X			
Samu Lutu					X
Ologo Elisara				X	
Jacob Diosomito					X
Numbers of members of each category:	1	3	1	2	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.