Baden High School (Continuation)

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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

DataQuest

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

California School Dashboard

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

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Baden High School (Continuation)
Street	398 B Street, South San Francisco, CA 94080-4423
City, State, Zip	South San Francisco, CA 94080
Phone Number	650.877.8769
Principal	Seemaa Prasad
Email Address	sprasad@ssfusd.org
School Website	https://baden.ssfusd.org/
Grade Span	9-12
County-District-School (CDS) Code	41690704130324

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Baden High School Mission Statement

Baden High School will provide students with a safe, inclusive and equitable environment where they will develop the motivation and skills to become successful in reaching their goals.

Baden High School
Schoolwide Learner Outcomes (SLOs)

2025-26 School Description and Mission Statement

1.Students will build academic and literacy skills across all content areas to meet graduation requirements and transition to college and career.

2.Students will access counseling support that will introduce them to college and career opportunities. They will develop their ability to navigate personal, academic and professional decision making.

3.Students will work to build communication and collaborative skills, personal motivation and ethics to become responsible community members.

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 12:45pm. 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 South San Francisco 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. This is designed to work with at-risk students who have encountered legal problems. The Alternative Education campus 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 supported through Baden High School

- Baden High School (Continuation) Program
- SSFUSD Independent Study Program
- SSFUSD Therapeutic Day School (TDS)
- SSFUSD Community Day School (CDS)

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	40
Grade 12	88
Total Enrollment	130

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.3
Male	57.7
American Indian or Alaska Native	0.8
Asian	6.2
Filipino	9.2
Hispanic or Latino	67.7
Two or More Races	6.2
White	10
English Learners	20
Homeless	3.8
Socioeconomically Disadvantaged	61.5
Students with Disabilities	36.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.4	71.45	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	28.42	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	0	0	41.4	9.47	15831.9	5.67
Total Teaching Positions	7.6	100	437.6	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.6	74.22	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	25.67	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	0.12	14303.8	5.15
Total Teaching Positions	9	100	425.1	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	73.83	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	4.17	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	22	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	0	0	18.6	4.18	13705.8	4.91
Total Teaching Positions	9.5	100	446.9	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.10	2.3	2.1
Total Out-of-Field Teachers	2.10	2.3	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6	5.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	7.6	0

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

2025-26 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 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync/2017	0%
Mathematics	Pearson Common Core Algebra I, CC Geometry, CC Algebra 2/2015	0%
Science	Pearson Biology/2008 Holt McDougal Earth Science/2010	0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019	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	0%
Health	Prentice Hall - Health / Gr 9-12 / 2012	0%

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

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

School Facility Conditions and Planned Improvements

- The year and month in which the data were collected: September 2025
- The Overall Rating: 95.52%

Year and month of the most recent FIT report	September 2025

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

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	13	49	49	47	48
Mathematics (grades 3-8 and 11)	0	2	38	39	35	37

2024-25 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	46	75.41	24.59	13.04
Female	24	18	75.00	25.00	16.67
Male	37	28	75.68	24.32	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	44	35	79.55	20.45	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	32	78.05	21.95	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	12	80.00	20.00	16.67

2024-25 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	43	70.49	29.51	2.33
Female	24	16	66.67	33.33	6.25
Male	37	27	72.97	27.03	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	44	33	75.00	25.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	29	70.73	29.27	3.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	12	80.00	20.00	0.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	3.57	0	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	17	44.74	55.26	0.00
Female	14	7	50.00	50.00	--
Male	24	10	41.67	58.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	13	41.94	58.06	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	7	53.85	46.15	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	11	47.83	52.17	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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. Also a college and career elective class offers exposure to local colleges, training programs, and employers.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	66.94
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2025-26 Opportunities for Parental Involvement

STATE PRIORITY: OPPORTUNITY FOR PARENT 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.

2025-26 Opportunities for Parental Involvement

Opportunities for Parental Involvement

Parents are encouraged to participate in the school's Site Council and parent nights (FAFSA, college application support). 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.

To learn more about specific opportunities for getting involved, please
contact the school principal, Seemaa Prasad, at 650-877-8769 or sprasad@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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	24.2	26.2	26.2	6.4	6.2	5.3	8.2	8.9	8
Graduation Rate	51.6	52.3	56.9	88.6	91	90.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	65	37	56.9
Female	31	16	51.6
Male	34	21	61.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	50	29	58.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	26	18	69.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	54	33	61.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	7	43.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	170	159	90	56.6
Female	72	68	39	57.4
Male	98	91	51	56.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	13	12	4	33.3
Hispanic or Latino	123	115	69	60.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	9	81.8
White	13	13	5	38.5
English Learners	37	32	19	59.4
Foster Youth	--	--	--	--
Homeless	13	13	8	61.5
Socioeconomically Disadvantaged	117	110	62	56.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	57	21	36.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.82	3.45	2.35	3.94	3.3	2.64	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.35	0.00
Female	2.78	0.00
Male	2.04	0.00
Non-Binary	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	7.69	0.00
Hispanic or Latino	2.44	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	2.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.13	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The school safety plan is comprehensively coordinated with District and County procedures, as well as with the SSF Adult School to ensure protocols address our shared campus. This plan is reviewed annually to establish an emergency team with specific roles and duties, while the Principal receives specialized District training regarding dangerous intruders. To ensure operational readiness, staff and students participate in drills scheduled at the beginning of the year. The campus is further prepared with stored emergency food and water supplies, as well as two-way radios and secure phones to maintain reliable communication.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	12	0	0
Mathematics	4	16	0	0
Science	6	14	0	0
Social Science	4	38	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	9	8		
Mathematics	4	10		
Science	5	6		
Social Science	4	22		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	13	7		
Mathematics	5	17		
Science	7	6		
Social Science	5	20		

2024-25 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
Pupils to Academic Counselor	53.64

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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
School Site	$25,562.00	$1,975.00	$15,960.00	$110,377.57
District	N/A	N/A	$7,627.00	$99,877.48
Percent Difference - School Site and District	N/A	N/A	70.7	10.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	35.5	9.8

Fiscal Year 2024-25 Types of Services Funded

Below is a list of funding sources for the 2024-25 school year:

Peer Assistance and Review; Federal Special Education, Entitlement per UDC; Special Education Master Plan; Special Education Transportation; Comprehensive Support and Improvement funds (CSI); Prop 28; LCFF/LCAP (Local Control Funding Formula/Local Control Accountability Plan), Equity Multiplier; funding for English Learners and intervention for identified subgroups, and Title I.

A college and career class is an elective option led by a counselor who met dual enrollment requirements at Skyline College and is able to teach the course using the college curriculum. The class includes job search, career exploration, financial literacy, college tours and application support, guest speakers from local programs and employers, and field trips to local colleges and career training programs.
Baden High School has two academic counselors and a wellness counselor who help students with classroom support and social and emotional hurdles are barriers to student success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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
Total AP Courses Offered Where there are student course enrollments of at least one student.	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. In the current school year, our site based cycle of inquiry on writing across the curriculum includes 3 2-hour workshops from the Bay Area Writing Project to support our curriculum and assessment development.

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	