

# **Crossroads Independent Studies Program**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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

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

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Crossroads Independent Studies Program
Street	35753 Cedar Boulevard
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-3200
Principal	Julie Calderon
Email Address	jcalderon@newarkunified.org
Website	macgregor.newarkunified.org
County-District-School (CDS) Code	01-61234-0130484

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4112
Superintendent	Leticia Salinas
Email Address	lsalinas@newarkunified.org
Website	<a href="http://macgregor-nusd-">http://macgregor-nusd-</a>

### School Description and Mission Statement (School Year 2020-2021)

Crossroads Independent Studies Program is part of the MacGregor Alternative Learning Center which includes Bridgepoint High School, Newark Adult Education and Transition to Adult Lifestyle Learning for developmentally disabled 18-22 year old students.

The mission of Crossroads is to provide a personalized education in a caring environment.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	1
Grade 9	3
Grade 10	10
Grade 11	12
Grade 12	11
Total Enrollment	37

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.4
Asian	2.7
Filipino	2.7
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	5.4
White	13.5
Two or More Races	2.7
Socioeconomically Disadvantaged	75.7
English Learners	10.8
Students with Disabilities	10.8
Homeless	2.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2	2	2	279
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	.5	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/2016

The district administration provides curriculum and used text books that address California Standards when available. There are no budgets to replace or replenish textbooks or to supplement the one hour per week instruction with distance learning resources.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt Literature and Language, Course 6 (HRW), c. 2003; Adopted 05/01/2007 and Title: Holt Handbook, Course 6, c. 2003; Adopted 05/01/2007	Yes	0%
<b>Mathematics</b>	Intermediate Algebra Fourth Edition, c. 2005; Adopted or Title: McDougal Littell Algebra 2 California Edition, c. 2007; Adopted 06/2008	Yes	0%
<b>Science</b>	Yes	Yes	0%
<b>History-Social Science</b>	Glencoe The American Vision Modern Times California Edition, c. 2006; Adopted 05/01/2007  Prentice Hall Magruder's American Government, c. 2005; Adopted 05/1/2007  Economics Principles in Action (Pearson Prentice Hall) c. 2007; Adopted 05/01/2007	Yes	0%
<b>Foreign Language</b>	No		N/A
<b>Health</b>	Yes		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	No		N/A

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

## School Facility Conditions and Planned Improvements

Crossroads is on the MacGregor campus. MacGregor was built in several phases from 1965 to 1973; the campus is approximately 63k square feet. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has 1.5 full time custodians, including a day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** 07/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Fair	Boiler that serves this portion of the site is in good condition with, no major mechanical faults to report and preventative maintenance was performed December 2015  2018 None report
<b>Interior: Interior Surfaces</b>	Good	None
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Custodial staff maintains school cleanliness. School has a pest maintenance contract with outside vendor.
<b>Electrical: Electrical</b>	Good	Repairs are done as needed.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Restroom will need to be brought up to ADA compliance if any major construction takes place on the campus.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good Fair	Cooking room venilation needs upgrading. As there is no program this year, we can address the issue in the next 2 years.
<b>Structural: Structural Damage, Roofs</b>	Fair	Site is scheduled for roofing upgrade Summer 2016. No structural damage noted.  2018 None

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Ashphalt will need to be replaced in next 2-5 years
Overall Rating	Good Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

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

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	26	N/A	30	N/A

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

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

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

## CAASPP Test Results in Science by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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	100

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.22
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

The Newark Unified School District is fortunate to have a tremendous amount of parent and community support. There are many groups that provide support to the schools, students, and programs in the district. Community members and parents have the opportunity to be directly involved with the governance of the MacGregor School Site Council. The School Site Council's emphasis is to reach out to parents and community members and draw them onto the campus and assist in instructional activities, school safety issues, and fund raising events.

Parents are kept involved in their children's education through special mailings, progress reports, parent information evenings, report card informational sessions, Individual Student Learning Plan development sessions, principal-directed workshops, orientation meetings, mass phone outreach campaigns, and personal meetings. Parent involvement is particularly important for students at the MacGregor Alternative Education Center, as an encouraging, supportive home environment is directly linked to academic success. Parents are invited to participate in School Site Council to work in a team to develop the Single School Plan for Student Achievement.

The principal hosts two orientation nights at the beginning of the school year. The principal, counselor and student's teacher meet with every student that enrolls through an intake process where diploma plans, school rules, parental involvement opportunities and possible career opportunities are discussed. The principal hosts morning socials quarterly where parents can meet informally and discuss school and home issues with other parents and administration.

Please contact the school office for more information on opportunities for parent involvement.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	40.5	16.7	18.5	11.5	8.5	7.4	9.1	9.6	9
Graduation Rate	52.4	63.3	55.6	85	87.6	87	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	0.0	4.2	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

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

### School Safety Plan (School Year 2020-2021)

As of our October 2018 staff meeting, Newark PD met with the administration and staff and provided training and recommendations. Monthly drills are held as a way to keep staff and students prepared for emergencies. Disaster supplies for the entire MacGregor campus have been inventoried and replenished as of November 2017. An updated comprehensive safety plan based on the new district template was approved Spring 2019. The revised procedures for monthly drills are being implemented in the 19-20 school year. The School Site Council helped revise the comprehensive safety plan in Spring 2020.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	8	3			6	3			5	8		
Mathematics	3	5			4	4			2	4		
Science	2	8			2	5			5	4		
Social Science	6	9			6	6			4	7		

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

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

<b>Title</b>	<b>Ratio</b>
<b>Academic Counselors*</b>	0

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

**Student Support Services Staff (School Year 2019-2020)**

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

\*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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	12222	2297	9925	102111
<b>District</b>	N/A	N/A	8027	\$88,267
<b>Percent Difference - School Site and District</b>	N/A	N/A	21.1	14.5
<b>State</b>	N/A	N/A	\$7,750	\$79,209
<b>Percent Difference - School Site and State</b>	N/A	N/A	24.6	25.3

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

**Types of Services Funded (Fiscal Year 2019-2020)**

LCFF funds were used to purchase instructional materials, program licenses and subscriptions.

A partnership with East Bay Agency for Children(EBAC) has provided for a therapist to provide individual and group counseling. A partnership with the Fremont Family Services has provided a full-time therapist to work on individual and family substance abuse counseling.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,963	\$49,782
Mid-Range Teacher Salary	\$85,991	\$76,851
Highest Teacher Salary	\$107,487	\$97,722
Average Principal Salary (Elementary)	\$132,857	\$121,304
Average Principal Salary (Middle)	\$138,183	\$128,629
Average Principal Salary (High)	\$148,159	\$141,235
Superintendent Salary	\$239,859	\$233,396
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

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

District Professional Development Days are provided each year.

Crossroads's main focus in terms of curriculum improvement continues to be alignment of all instruction in the areas of language arts, math and science to the state Common Core Content Standards and next Generation Science Standards and to adjust our delivery model for increased student success. For the 20-21 school year, Bridgepoint and Crossroads teachers meet at least monthly in Professional Learning Community. They meet with Bridgepoint teachers 1-2 additional times a month for additional staff development. The School counselor has visited neighboring alternative education schools for job-alike professional development. Due to the COVID-19 shelter in place, the majority of professional development has focused on distance learning and technology applications and tools as well as trauma awareness. During the 20-21 school year, we are moving forward with professional learning community work, WASC goals, and social-emotional learning.