

Bridgepoint High School

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	Bridgepoint High School
Street	35753 Cedar Blvd.
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-3200
Principal	Julie Calderon
Email Address	jcalderon@newarkunified.org
Website	https://macgregor.newarkunified.org/
County-District-School (CDS) Code	01-61234-0135426

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4112
Superintendent	Mark Triplett
Email Address	mtriplett@NewarkUnified.org
Website	www.newarkunified.org

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

The MacGregor Alternative Education Center is home to Bridgepoint High School (16 years old and 10th grade through 12th grade), Crossroads Independent Studies Program, and the Newark Adult Education Center. The Transition to Adult Living (TALL) Program at Bridgepoint High School is for students ages 17-22 with developmental disabilities to learn the necessary skills for life after they have completed public education.

The mission of Bridgepoint High School is to motivate students to stay in school, reach their full potential and become life long learners.

Bridgepoint High School is comprised of a student body of approximately 70-100 at-risk students that come to our school on a voluntary basis. Students transfer through a referral process where the student and the parent/guardian meet with their counselor at the comprehensive high school, Newark Memorial High School, and request a change in placement. Most students attend Bridgepoint High School to recover credits. Some intend to return to the comprehensive high school, while others stay and complete their diploma plan requirements and graduate from Bridgepoint. Our staff of 4 full time equivalent (FTE) teachers are credentialed through the State of California Commission on Teacher Credentialing. They meet the requirements outlined in the "No Child Left Behind" minimum standards.

Bridgepoint utilizes numerous intervention strategies to foster success such as smaller class sizes, Individualized Learning Plans(ILPs), PBIS, COST referrals, quarterly report cards, parent calls and letters, Student Attendance and Review Team (SART) meetings and Student and Attendance Review Boards. The COST team meets weekly to provide referrals and resources for students and families which then improves school culture, student safety, and strengthens community involvement. Bridgepoint High School students with special education needs receive services from a Special Education Resource Teacher.

Bridgepoint High School teachers collaborate with Crossroads Independent Studies teachers in professional learning community to create common assessments and share best instructional practices.

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

Grade Level	Number of Students
Grade 11	24
Grade 12	51
Total Enrollment	75

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

Student Group	Percent of Total Enrollment
Black or African American	16
Asian	2.7
Filipino	1.3
Hispanic or Latino	72
White	6.7
Two or More Races	1.3
Socioeconomically Disadvantaged	72
English Learners	28
Students with Disabilities	32
Homeless	

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	5	5	6	279
Without Full Credential	0	0	1	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: 04/17/2018

Emphasis has been placed on replacing outdated curriculum including text books and support materials. District administration has worked with school site personnel to ensure that appropriate text books and materials are in place to ensure a positive alignment with our comprehensive high school however we only have class sets and books are never issued to students. Textbooks are usually obtained through the District when resources are available. There is no budget for instructional materials other than pens and pencils. There is no lab science. There is no budget to buy specific instructional materials for physical education, social sciences, language arts, mathematics or fine arts. Funding sources are EIA/SCE or, just recently, Title 1 - neither sources offer help in the needed areas. 3 out of 8.5 teachers have access to an LCD projector. Much of the classroom furniture is in need of repair.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 Creative Impulse an Introduction To the Arts (A), c. 1996; Adopted 03/05/1996	Yes	100%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	100%
History-Social Science	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	100%
Foreign Language	No	Yes	0%
Health	Yes	Yes	100%
Visual and Performing Arts	There are no resources available.	No	NA
Science Laboratory Equipment (grades 9-12)	There is no lab science or science budget. There is no science specific equipment.	No	100%

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

School Facility Conditions and Planned Improvements

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 one and a half 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: 10/30/2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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)	0	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
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 Programs (School Year 2019-2020)

The only CTE services available are offered through the Mission Valley Regional Occupation Center. Efforts are being made to refurbish the cooking classroom to address a possible culinary arts program to work in the hospitality industry sector.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
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	88.9

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	97.3
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, personal phone calls, SART meetings, Report Card Night, Spring Open House, 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 and counselor hold individual family intake meetings prior to enrollment at Bridgepoint Diploma plans, school rules, and parental involvement opportunities are discussed. The principal hosted welcome meetings for all Bridgepoint families before the school year began.

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	23.1	32	19.6	11.5	8.5	7.4	9.1	9.6	9
Graduation Rate	71.8	60	52.2	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	22.2	13.4	4.2	3.7	3.5	3.5
Expulsions	0.0	1.5	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	12	8			12	6	1		10	9		
Mathematics	6	5			9	4			9	4		
Science	7	5			8	7			11	5		
Social Science	12	9			11	10	1		11	10		

*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)

Title	Ratio
Academic Counselors*	75

*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)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20696	6143	14553	90022
District	N/A	N/A	8027	\$88,267
Percent Difference - School Site and District	N/A	N/A	57.8	2.0
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	61.0	12.8

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

Types of Services Funded (Fiscal Year 2019-2020)

LCFF funds have been aside to support PBIS, STEAM week activities and Makerspace creation, enrichment field trips, partnerships with organizations that specialize in Mindfulness Practices and Youth Empowerment.

CSI funds enabled us to retain our full time School Counselor. He met with all students and families about student Individual Learning Plans.

Student behavior health counseling is provided by East Bay Agency for Children (EBAC). This allows for a fully qualified therapist three days per week to support students at Bridgepoint High School and Crossroads Independent Studies Program. A partnership with the Fremont Family Services has provided a fully qualified therapist two days per week to support students at Bridgepoint and Crossroads High School with substance abuse issues.

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.

Bridgepoint'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 meet WASC accreditation standards. For the 19-20 school year, Bridgepoint and Crossroads teachers meet at least twice a month in Professional Learning Community. The 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.