

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Bridgepoint Continuation High School	<b>District Name</b>	Newark Unified School District
<b>Street</b>	35375 Cedar Blvd.	<b>Phone Number</b>	(510) 818-4112
<b>City, State, Zip</b>	Newark, CA 94560	<b>Web Site</b>	www.nusd.k12.ca.us
<b>Phone Number</b>	(510) 818-3200	<b>Superintendent</b>	Kevin E. Harrigan
<b>Principal</b>	Timothy R. Culbertson	<b>E-mail Address</b>	kharrigan@nusd.k12.ca.us
<b>E-mail Address</b>	tculbertson@nusd.ca.us	<b>CDS Code</b>	01-61234-0135426

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Bridgepoint High School is a small, alternative school of 70 - 90 students who attend classes in tenth through twelfth grade. The school provides individualized California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction. Students with Special Education needs are provided service by a school Special Education Resource teacher. Students participate in a school wide reading program as a means to improving their standardized testing scores.

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of "big city" life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

### [Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

The entire Newark Unified School District has been blessed with 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 school through the School Site Council.

Parents are kept involved in their student's education through special mailings, progress reports, parent information evenings, report card night, counselor directed workshops, orientation meetings, phone calls, and personal meetings. Parent involvement is particularly important for students at Bridgepoint High School, as an encouraging, supportive home environment is directly linked to academic success.

### [Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 10	3
Grade 11	30
Grade 12	46
<b>Total Enrollment</b>	<b>79</b>

### [Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	17.72%	White (not Hispanic)	11.39%
American Indian or Alaska Native	1.27%	Multiple or No Response	2.53%
Asian	1.27%	Socioeconomically Disadvantaged	0%
Filipino	6.33%	English Learners	15%
Hispanic or Latino	51.9%	Students with Disabilities	5%
Pacific Islander	7.59%		

### [Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								15.4	5			
Mathematics								14.7	3			
Science								10.2	5			
Social Science								14.9	7			

## III. School Climate

### [School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Schools review and practice their safety procedures in the fall of each school year. Other practice drills take place regularly during the school year. Schools then update their comprehensive safety plan by February of each school year. Staff members then review their updated safety plans.

### [Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	25.3	20.3	77.2	17.8	19.9	18.7
<b>Expulsions</b>	0.0	0.0	0.0	0.4	0.2	0.2

## IV. School Facilities

### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school's facilities are safe and in good repair. 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. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are no necessary corrective actions to this school at this time.

### [School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	[X]	[ ]	[ ]	
<b>Mechanical Systems</b>	[X]	[ ]	[ ]	Deferred Maintenance Project upgrade boilers 2008-2009
<b>Windows/Doors/Gates (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Interior Surfaces (walls, floors, and ceilings)</b>	[X]	[ ]	[ ]	
<b>Hazardous Materials (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Structural Damage</b>	[X]	[ ]	[ ]	
<b>Fire Safety</b>	[X]	[ ]	[ ]	Modernization Project upgrade to Alarm System 2009-2010  Modernization Project upgrade to Alarm system was moved up to 2008 -2009. Project completed December 2008
<b>Electrical (interior and exterior)</b>	[X]	[ ]	[ ]	Deferred Maintenance Project exterior lighting 2007-2008. Project completed January 2008  Deferred Maintenance Project interior Lighting 2008-2009
<b>Pest/Vermin Infestation</b>	[X]	[ ]	[ ]	
<b>Drinking Fountains (inside and outside)</b>	[X]	[ ]	[ ]	
<b>Restrooms</b>	[X]	[ ]	[ ]	
<b>Sewer</b>	[X]	[ ]	[ ]	
<b>Playground/School Grounds</b>	[X]	[ ]	[ ]	
<b>Roofs</b>	[X]	[ ]	[ ]	
<b>Overall Cleanliness</b>	[X]	[ ]	[ ]	

### [Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	[ ]	[X]	[ ]	[ ]

## V. Teachers

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The curriculum is developed in accordance with the criteria established by the State Department of Education. By following district educational standards, and content standards and frameworks established by the state, Bridgepoint High School ensures that all students are prepared to successfully pass state assessments and progress forward in their education. Grade Level Benchmarks provide a guide for student progress at the end of each grading period.

Through a process of self-study, evaluation, and review, the school defines the shortcomings of the present curriculum in regards to the optimum criteria. The staff then works to systematically analyze the curriculum and make recommendations concerning how the school can more closely resemble the optimal conditions defined by the State Board of Education and Newark Unified School district's own high standards.

Bridgepoint High School's main focus in terms of curriculum improvement over the next two years will continue to be aligning all instruction in the areas of language arts, math and science to the state Content Standards. There is also an ongoing drive to align the curriculum as closely as possible with that of Newark Memorial High School. This coordination of programs will help to ease the transition between the schools and ensure that students at Bridgepoint High School are receiving the same quality education as students at this comprehensive site. Staff training in Plato Learning Systems serves as an added curriculum resource and intervention tool ensuring better student performance on state testing.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	5	6	6	352
<b>Without Full Credential</b>	1	0	0	20
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	76.2%	23.8%
<b>All Schools in District</b>	95.8%	4.2%
<b>High-Poverty Schools in District</b>	0%	0%
<b>Low-Poverty Schools in District</b>	100%	0%

## VI Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	79
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,043	\$2,151	\$7,892	\$57,054
District	---	---	\$5,115	\$68,248
Percent Difference – School Site and District	---	---	54.28%%	-16.40%%
State	---	---	\$5,300	\$62,157
Percent Difference – School Site and State	---	---	48.91%%	-8.21%%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$51,901	\$39,692
Mid-Range Teacher Salary	\$72,026	\$62,830
Highest Teacher Salary	\$90,032	\$80,472
Average Principal Salary (Elementary)	\$111,458	\$98,460
Average Principal Salary (Middle)	\$115,928	\$104,522
Average Principal Salary (High)	\$124,298	\$114,549
Superintendent Salary	\$196,744	\$166,547
Percent of Budget for Teacher Salaries	45.4%	40.2%
Percent of Budget for Administrative Salaries	7.5%	5.8%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	9	2	8	41	41	44	42	43	46
Mathematics	4	12	6	44	42	42	40	40	43
Science			6	38	42	50	35	38	46
History-Social Science	7	0	3	26	30	34	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	8	0	*	0
American Indian or Alaska Native				
Asian	*	*		*
Filipino	*	*	*	*
Hispanic or Latino	3	8	*	0
Pacific Islander	*	*		*
White (not Hispanic)	*	*	*	9
Male	6	3	*	3
Female	11	8	*	3
Economically Disadvantaged	0	8	*	
English Learners	*	*	*	*
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	*	*	*	*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
<b>Statewide</b>	B	B	B
<b>Similar Schools</b>	B	B	B

#### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
<b>All Students at the School</b>	-67	19	82	604
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>English Learners</b>				
<b>Students with Disabilities</b>				

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### [AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

### [Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.1

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### [University of California](#)

Admission requirements for the University of California (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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### [California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Dropout Rate (1-year)</b>	23.2	14.7	21.6	3.5	3.7	4.1	3.1	3.5	4.4
<b>Graduation Rate</b>	86.1	83.0	85.2	86.1	83.0	85.2	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

*Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2008		
	School	District	State
<b>All Students</b>	91%	95%	N/A
<b>African American</b>	N/A	91%	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	N/A	95%	N/A
<b>Filipino</b>	N/A	96%	N/A
<b>Hispanic or Latino</b>	N/A	94%	N/A
<b>Pacific Islander</b>	N/A	N/A	N/A
<b>White (not Hispanic)</b>	N/A	96%	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	77%	N/A
<b>English Learners</b>	N/A	62%	N/A
<b>Students with Disabilities</b>	N/A	14%	N/A