Newark Unified
Bridgepoint High
2024-2025 School Accountability Report Card

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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.

- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.

- For additional information about the school, parents 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 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

https://www.caschooldashboard.org.

DISTRICT VISION

The Newark Unified School District in partnership with the community will be a model of world-class education that develops the unique abilities of every student.

DISTRICT MISSION

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens.

SCHOOL & COMMUNITY PROFILE

The MacGregor Alternative Education Campus is home to Bridgepoint High School (students 16 years old and 10th grade through 12th grade); Crossroads Alternative High (Long Term Independent Studies); 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 promote lifelong learning by motivating students to stay in school and reach their full potential. Bridgepoint High School is comprised of a student body of approximately 100 at-risk students that transfer 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. The COST team meets biweekly 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 meet at least monthly to continue the WASC cycle of inquiry and collaborate in monthly focal student discussions to provide additional interventions for students.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	41.70
Male	56.70
Non-Binary	1.70
American Indian or Alaska Native	
Asian	5.00
Black or African American	3.30
Filipino	6.70
Hispanic or Latino	75.00
Native Hawaiian or Pacific Islander	3.30
White	3.30
Two or More Races	3.30
EL Students	33.30
Foster Youth	
Homeless	3.30
Military	
Socioeconomically Disadvantaged	65.00
Migrant Education	
Students with Disabilities	35.00

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
9th	0
10th	0
11th	6
12th	54
Total	60

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.40	61.25	201.90	81.22	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.20	2.93	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.80	5.58	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	38.57	4.80	1.94	11,953.10	4.28
Unknown	0.00	0.00	20.60	8.31	15,831.90	5.67
Total Teaching Positions	5.60	100.00	248.60	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.40	58.26	176.00	80.86	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	2.43	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.80	7.26	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	41.74	3.20	1.48	11,746.90	4.23
Unknown	0.00	0.00	17.30	7.96	14,303.80	5.15
Total Teaching Positions	5.90	100.00	217.60	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	57.14	155.90	80.22	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.51	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.70	5.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	42.86	2.50	1.31	12,112.80	4.34
Unknown	0.00	0.00	24.10	12.42	13,705.80	4.91
Total Teaching Positions	3.90	100.00	194.40	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	2.10	2.50	1.70
Total Out-of-Field Teachers	2.10	2.50	1.70

Class Assignments			
	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)	3.00	7.50	22.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	6.80	29.10

SCHOOL FACILITIES

MacGregor was built in several phases from 1965 to 1973; the campus is approximately 63k square feet. 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.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	01/05/2026
Data Collected:	January 2026
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	Classroom 5: 2. HVAC not working.
INTERIOR: Interior Surfaces	GOOD	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	POOR	Boys Restroom by Room 16: 7. Multiple lights out. Classroom 1: 7. Multiple lights out. Classroom 10: 7. Multiple lights out. Classroom 18: 7. Multiple lights out. Classroom 2: 7. Multiple lights out. Library: 7. Multiple lights out. MPR: 7. Multiple lights out.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	Fountain by MPR: 9. Not working.
STRUCTURAL: Structural Damage, Roofs	GOOD	Main Office: 13. Stained ceiling tiles.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	

INSTRUCTIONAL MATERIALS

A public hearing was held on September 16, 2025 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption ?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 9th-12th Course: English Language Development Publisher: Cengage Learning Adoption: 2020	Yes	0
	Grades: 9th-12th Course: English Language Arts Publisher: N2Y Adoption: 2015	Yes	0
Mathematics	Grades: 9th-12th Course: Algebra Readiness, Algebra 1, Geometry, Algebra 2, Applications of Algebra Publisher: Big Ideas Math Adoption: 2018	Yes	0
	Grades: 9th-12th Course: Pre-Calculus, Calculus, AP Calculus, AP Calculus B/C, Math Analysis Publisher: Cengage Learning Adoption: 2018	Yes	0
	Grades: 11th-12th Course: Statistics, A.P. Statistics Publisher: W. H. Freeman & Company Adoption: 2015	Yes	0
	Grades: 9th-12th Course: Mathematics Publisher: N2Y Adoption: 2015	Yes	0
History / Social Science	Grades: 9th-10th Course: A.P. Human Geography Publisher: McGraw Hill Adoption: 2020	Yes	0
	Grades: 9th-12th Course: Basic World History Publisher: McGraw Hill Adoption: 2020	Yes	0
	Grades: 10th Course: Social Sciences 10 Publisher: McGraw Hill Adoption: 2020	Yes	0
	Grades: 9th-12th Course: World History Publisher: McGraw Hill Adoption: 2022	Yes	0
	Grades: 9th-12th Course: A.P. World History Publisher: McGraw Hill Adoption: 2017	Yes	0
	Grades: 11th Course: U.S. History Publisher: Cengage Learning Adoption: 2022		
	Grades: 12th Course: U.S. Government	Yes	0
	Publisher: National Geographic Adoption: 2022	Yes	0
	Grades: 9th-12th Course: Ethnic Studies Publisher: Back Bay Books Adoption: 2022	Yes	0
Science	Grades: 10th-12th Course: Chemistry Publisher: Pearson Prentice Hall Adoption: 2018	Yes	0
	Grades: 10th-12th Course: Pre A.P. Chemistry Publisher: National Geographic/Cengage Learning Adoption: 2018	Yes	0
	Grades: 11th-12th Course: A.P. Chemistry Publisher: Cengage Learning Adoption: 2018	Yes	0
	Grades: 11th-12th Course: Physics Publisher: Glenco MCGraw Hill Adoption: 2016	Yes	0
	Grades: 11th-12th Course: A.P. Physics Publisher: Pearson Prentice Hall Adoption: 2016	Yes	0
	Grades: 10th-12th Course: A.P. Science Publisher: Cengage Learning Adoption: 2015	Yes	0
	Grades: 10th-12th Course: A.P. Environmental Science Publisher: Pearson Prentice Hall Adoption: 2021	Yes	0
	Grades: 11th-12th Course: Anatomy and Physiology Publisher: Pearson Prentice Hall Adoption: 2016	Yes	0
	Grades: 11th-12th Course: Biology Publisher: Biology, NGSS Biology Adoption: 2015	Yes	0
	Grades: 11th-12th Course: A.P. Biology Publisher: Pearson Prentice Hall Adoption: 2016	Yes	0
Foreign Language	Grades: 9th-12th Course: Spanish Publisher: Vista Higher Learning Adoption: 2023	Yes	0
	Grades: 10th-12th Course: French Publisher: Vista Higher Learning Adoption: 2023	Yes	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 9th-12th Course: Health Publisher: Public Health – Seattle & King County Adoption: 2009	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students 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: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	12	3	0	44	44	49	46	47	48
Mathematics (Grades 3-8 and 11)	0	0	0	35	35	38	34	35	37
Science (Grades 5, 8, and 10)	6	4	0	26	26	28	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	16	14	87.50	12.50	0.00
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	16	14	87.50	12.50	0.00
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	54	48	88.89	11.11	0.00
Male	33	31	93.94	6.06	0.00
Female	20	16	80.00	20.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	37	88.10	11.90	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	20	17	85.00	15.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	34	87.18	12.82	0.00
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- 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/.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of 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 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/.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2024-25	81.97
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	0

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	27
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	100
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

CAREER TECHNICAL EDUCATION

Career Technical Education services are offered through the Mission Valley Regional Occupational Center. Currently these classes include Business and Culinary Arts.

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2024-25 Physical Fitness Test Participation					
Grade	**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**
9th	N/A	N/A	N/A	N/A	N/A

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	85	76	46	60.5
Female	31	30	17	56.7
Male	51	44	27	61.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	58	36	62.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	31	28	18	64.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	66	58	36	62.1
Migrant Education	--	--	--	--
Students with Disabilities	28	25	13	52.0

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	10	22	27.9	52.5	40	51.2
District	8.8	8.2	6.9	83.4	84.9	89.4
State	8.2	8.9	8	86.2	86.4	87.5

Graduation Rates by Student Group			
2024-25	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	22	51.2
Female	17	9	52.9
Male	26	13	50.0
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	0	0	0.00
Hispanic or Latino	36	20	55.6
Native Hawaiian or Pacific Islander	0	0	0.00
White	--	--	--
Two or More Races	0	0	0.00
EL Students	20	9	45.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	40	22	55.0
Migrant Education	0.0	0.0	0.0
Students with Disabilities	11	4	36.4

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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 fundraising 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 the 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.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Newark Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2025. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Health and safety protocols
- Medical emergencies
- Opioid use prevention
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Positive school climate
- Bullying prevention policies and procedures
- Dangerous, violent or unlawful activities
- Policies related to suspension/expulsion
- Sexual harassment policy
- Policies related to immigration enforcement on campus
- Safe ingress and egress of pupils, parents/guardians, and school employees

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates

	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	12.71	20.33	7.06	0.00	0.00	0.00
District	5.15	5.18	3.63	0.00	0.00	0.04
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	**Suspensions**	**Expulsions**
All Students	7.06	0.00
Female	0.00	0.00
Male	11.76	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	0.00	0.00
Hispanic or Latino	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	3.23	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	7.58	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.14	0.00

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	60

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2024-25	**Number of Courses**
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0.00

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	23	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**
English	10	18	14	7	4	5	0	3	0	0	0	0
Mathematics	8	13	15	4	4	2	0	0	0	0	0	0
Science	14	22	18	2	1	2	0	2	0	0	0	0
Social Science	10	25	14	6	0	7	0	5	0	0	0	0

TYPES OF SERVICES FUNDED

Local Control Funding Formula (LCFF) funds have been earmarked to support instruction (Positive Behavior Intervention Support (PBIS), enrichment field trips and schoolwide events. Comprehensive Support and Improvement (CSI) grant funds enable Bridgepoint High School to retain a full time school Counselor. The Counselor meets with all students and families about student graduation plans, meets with both parents and students, and works diligently with our Advisory Committee to set up support and opportunities for students. CSI funds also support a licensed marriage family therapist who works part time with our students to support their social emotional health that is not covered by EBAC.

Student behavior health counseling is provided by East Bay Agency for Children (EBAC). This allows for two fully qualified therapists two days per week to support students at Bridgepoint High School and Crossroads Alternative (High) Independent Study Program. EBAC also supports a family navigator to work with students and families five days a week.

A partnership with the Fremont Youth and Family Services has provided a fully qualified therapist two days per week to support Bridgepoint and Crossroads students with substance abuse issues.

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 30,044.00
School: From Supplemental/Restricted Sources	$ 14,204.00
School: From Basic/Unrestricted Sources	$ 15,840.00
District: From Basic/Unrestricted Sources	$ 10,072.00
Percentage of Variation between School & District	57.27 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	42.11 %

TEACHER AND ADMINISTRATIVE SALARIES

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 the 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 at the CDE website.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 0.00	$ 57,978.14
Mid-Range Teachers	$ 0.00	$ 89,611.75
Highest Teachers	$ 0.00	$ 117,194.02
Elementary School Principals	$ 0.00	$ 143,632.49
Middle School Principals	$ 0.00	$ 149,446.81
High School Principals	$ 0.00	$ 162,334.03
Superintendent	$ 0.00	$ 234,075.56
Teacher Salaries	32.11 %	27.81 %
Administrative Salaries	5.87 %	5.47 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	$ 117,798.00
District	$ 106,842.00
Percentage of Variation between School & District	10.25 %
All Similar School Districts	$ 92,686.00
Percentage of Variation between School & State	27.09 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	**2024-25**	**2025-26**
Number of Professional Development Days	3	4	3