

Fremont Union High School District's

Lynbrook

**HIGH
SCHOOL**

1280 Johnson Avenue, San Jose, Ca 95129 • 408-366-7700 • Principal Mike White



Contact Information

LYNBROOK High School

1280 Johnson Avenue

San Jose, CA 95129

(408) 366-7700 FAX (408) 257-0551

Established 1965

Colors: Blue, Red and White

Mascot: Vikings

Principal: Mike White

www.lhs.fuhisd.org

Fremont Union High School District

Superintendent Polly M. Bove

408-522-2200

www.fuhisd.org

CDS Code 43-69468-4334421

School Profile

A four-year comprehensive high school, Lynbrook offers a well-rounded educational program to students residing in the northern portion of the City of Saratoga and the northwestern corner of the City of San Jose. Opened in 1965, the current enrollment is approximately 1,930 students. Located in Silicon Valley, the school serves many students whose parents are employed by "high tech" companies. Strong family values centered on education and involvement in the schools have helped build our high achieving student population. High student achievement, a safe and serene campus, use of technology, collaborative faculty and staff, and extensive co-curricular programs have resulted in Lynbrook consistently being named an outstanding high school.

Lynbrook High School embraces a philosophy of equal access and high expectations for all. We base relationships on trust and integrity. We nurture citizenship and leadership potential and focus it on serving others. We make responsible decisions through group participation and team building—all of which ultimately inspire a passion for learning.

Lynbrook High School was given a full six-year accreditation in 2004 by the Western Association of Schools and Colleges; recognized as a California Distinguished School in 1990, 1994, 1999, 2003, and 2007; and has been recognized nationally. The bell schedule provides extended time for interactive lessons and twice-weekly schoolwide tutorial sessions within the school day, providing time and places for personal contact between students and teachers. The Lynbrook community is proud of the school's open access to honors and advanced placement classes, which allows students to challenge themselves. Through a partnership with the City of San Jose, a Homework Center staffed by two teachers offers tutorial services and supervised use of computers in the school's library for two days a week from 3–5PM.

Lynbrook High School boasts an outstanding co-curricular program, including state and national award-winning music, drama, dance, speech, chess and mathematics competition teams. Field hockey, volleyball, and badminton teams are among the many athletic programs that have achieved special recognition. Link Crew, an award-winning peer tutoring program, a staff-run Student Assistance Team, and more than 50 student-run clubs and organizations give all students an opportunity to be connected with Lynbrook High and provide additional support for students and parents. The Associated Student Body sponsors weekly activities during lunch and brunch, spirit weeks, a traditional Homecoming Week, and monthly school dances and evening events.

Volunteer Opportunities

Parents spend thousands of hours volunteering support to the Lynbrook academic and co-curricular programs, an example of which is our award-winning Job Shadowing Program. This program allows more than 500 students to spend a day in the community learning first hand from a variety of professionals about their careers. Specific parent-run booster groups include Athletics, Music, Speech and Debate, an active Bilingual Committee,

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.6%
American Indian	0.2%
Asian	73.5%
Caucasian	22.3%
Filipino	0.8%
Hispanic	2.5%
Pacific Islander	0.2%
Multiple or No Response	0.0%

School Site Council, and PTSA, the umbrella organization for parent involvement. For information on how to get involved, please contact Jan Broman, Assistant to the Principal, at jan_broman@fuhhsd.org or 408-366-7702.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three (3) school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	517	457	502
10th	449	510	465
11th	481	449	520
12th	403	448	444

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in some classrooms from instructional assistants. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	05	06	07	05	06	07	05	06	07			
English	29	25	26	4	27	30	59	49	47	8	1	2
Mathematics	33	30	31	2	9	9	15	19	15	32	27	32
Science	33	32	33	1	-	2	20	23	13	30	30	38
Social Science	33	31	33	1	1	-	17	26	17	23	17	25

Safe School Plan

Safe, orderly schools are the highest priority of the Board of Trustees and staff. The high school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Lynbrook's School Safety Plan is updated annually and was reviewed and approved by the School Site Council in October, 2007. To ensure the safety of students and staff, the school's Code Red Intruder Alert procedure was designed and implemented in collaboration with San Jose Law Enforcement and has become the accepted model countywide. The Code Red drill is reviewed with the staff and a simulation is held with the entire school each September.

Climate for Learning & Discipline

Lynbrook High School embraces a philosophy of equal access and high expectations for all. We base relationships on trust and integrity. We nurture citizenship and leadership potential and focus it on serving others. We make responsible decisions through group participation and team building—all of which ultimately inspire a passion for learning.

Lynbrook High School's focus this year has been on "Academic Integrity" that includes all stakeholders working toward an academically, socially and emotionally balanced school community that makes good choices.

In an attempt to improve a sense of community and better welcome new parents to Lynbrook, Parent Link Crew program was implemented with the cooperation of Lynbrook's PTSA and Bilingual Committee. In August, 40 parents were trained as Parent Link Crew (PLC) Leaders to work with a group of parents new to Lynbrook this year. The PLC Leaders' primary focus was to act as a liaison or safe haven to assist parents in navigating the often turbulent and confusing path through high school.

Lynbrook High School places an emphasis on communication within its community. Through A+Board, a web-based, interactive vehicle for two-way communication, our community receives a weekly principal's message with calendar updates, special schedule and event notification. This creative communication and organizational tool also provides an avenue for teachers to publish classroom assignments on a personalized student calendar; allows for students to submit their work to teachers; and provides a private posting of progress reports and final semester grades available to students and their parents. The community is able to freely communicate through email and voicemail with the entire staff. The Principal's Newsletter is mailed to parents four times a year. Each issue is also posted on Lynbrook's webpage, along with school booster group information, calendar of events, and information on how to contact staff. The parent community is always welcome to come to school to meet with any staff member.

Safe, orderly schools are the highest priority of the Board of Trustees and staff. At the beginning of each school year, parents receive written notification of parent/student rights and responsibilities with clearly-stated expectations for student behavior. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. The Board maintains a zero tolerance policy for violent or threatening behaviors, but is committed first to the prevention of harmful behaviors. Students are provided with opportunities within the classroom and co-curricular programs to build positive relationships to help create a more supportive school community. Guidance Resource Teachers, Student Conduct Specialists, Student Advocates (licensed family therapists), and peer counselors help students work through personal issues.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	28	115	126	399	716	802
Suspension Rate	1.5%	6.2%	6.5%	4.1%	7.2%	7.8%
Expulsions	0	9	0	39	47	37
Expulsion Rate	0.0%	0.5%	0.0%	0.4%	0.5%	0.4%

School Facilities

All instructional spaces at Lynbrook High School have been remodeled, providing new and improved facilities in the core curricular areas, as well as in the support areas, including the library, gymnasiums (including new field house), swimming pool, locker rooms, auditorium, drama, and music room. Increased custodial coverage of fields and grounds supports a safe and clean campus.

Today the school is comprised of 84 classrooms, 2 gyms, 1 multipurpose room/cafeteria, 1 library, 1 career center, 1 staff lounge, 3 computer/video labs, 1 auditorium, 3 dance/team rooms, and multiple athletic fields.

The principal works daily with six (6) full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. The District rotates a "deep cleaning" crew at all campuses during breaks and over the summer.

School Facility Conditions				
Date of Last Inspection: 12/01/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			School Campus - some exterior doors will be painted in summer 2008.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			School Campus - standard deep cleaning of floors will take place in summer 2008.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			School Campus - The Lynbrook High School campus is in overall good condition.

Teacher Credentials

The Fremont Union High School District recruits and employs the most qualified credentialed teachers. For the 2006-2007 school year, Lynbrook High School had 75 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines and eight teachers without a full credential.

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	71	72	75	425
Without Full Credentials	11	10	8	25
Working Outside Subject	0	0	0	0

Misassignments/Vacancies	04-05	05-06	06-07
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.4%	1.6%
District	98.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.5%	2.5%

Counseling & Support Staff

The Fremont Union High School District strives to provide all students with high quality personal, vocational, and academic guidance. At Lynbrook High School students prepare for post high school success by engaging in career assessments and exploration activities through the Career Center and Library/Media Center, and plan appropriate post-secondary education with the help of four (4) assistant principals, two (2) guidance counselors, and Career Center and Library staff. Lynbrook High School's ratio of students per "Counselor" = 965:1 but with the additional help of the assistant principals, the ratio = 321:1.

Support staff also includes 1 library media teacher, 2 Psychologist, and 24 fulltime and 22 halftime paraprofessional/clerical employees.

A districtwide college faire is held each year and school sites offer grade level college information nights for students and their parents. Most materials are translated into Chinese, Japanese, Korean, and/or Spanish; on-site translators may also be provided.

Ongoing intervention programs are provided for students who need them. Special education students are provided with transition plans and specialized work training programs.

Curriculum Development

Curriculum development in the Fremont Union High is based on the California State Content Standards and Frameworks.

The Fremont Union High School District 2008-2009 Course Selection Guide (pdf) is a listing of all Board approved courses offered in the District. Not all courses are offered at each high school. The Guide is available online at <http://fuhd.org/0809CSguide.pdf>

Mandarin is one of four language courses offered in the Modern Language Department of the Fremont Union High School District. The District's Mandarin courses are designed to serve the needs of students at a variety of levels of experience with the language. Some students enter the program with little or no exposure to Mandarin; others may have been exposed to Chinese at home or in a community Chinese school, but may not know how to read, write, or speak the language well. Still others know Mandarin quite well, but are interested in going deeper into their study and use of the language.

Most of our high schools offer year-long courses at four levels: Chinese 1, 2, 3, and 4 (Honors). If enrollment warrants it, classes are sometimes offered that combine students from more than one level in a single class. Classes are designed to prepare students to meet the recommended California content standards for Modern Language which are based on standards for foreign language classes established by the American Council on the Teaching of Foreign Languages. Advanced Placement Chinese was offered for the first time in the 2006-2007 school year. This course is designed to prepare students for the Advanced Placement exam in Chinese Language and Culture that was also offered for the first time in 2006-2007.

Instructional Materials

The adoption of textbooks and other supplemental instructional materials follows state standards. Teachers and administrators are involved in the review and adoption process. A Public Hearing was held on September 18, 2007, and the Board of Trustees adopted Resolution #078-04 Certifying Sufficiency of Textbooks and Instructional Materials in Mathematics, Science, History-Social Science, and English/Language Arts.

District Expenditures

In 2005-2006 the Fremont Union High School District spent an average of \$8,219 to educate each student and over 80% of total District revenues are spent on instruction, instructional services and student services. 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,598
From Restricted Sources	\$2,367
From Unrestricted Sources	\$6,231
District	
From Unrestricted Sources	\$5,960
Percentage of Variation between School & District	4.55%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	26.06%

District Revenue Sources

The Fremont Union High School District relies almost exclusively on local property taxes for general fund revenue. Enrollment is predicted to increase at 2-3% per year for several years. Since the District is not paid by the State of California per student, it must absorb all new costs associated with student growth. Three years ago the District began an aggressive residency verification effort to ensure that our schools are reserved for only those students who are valid residents within the District boundaries. Through parent and community support of the residency verification process, our residency efforts have been extremely successful. To date this process has saved the District over three million dollars.

On November 2, 2004, voters approved a special Parcel Tax assessment of \$98 per parcel for six years. Parcel Tax funds allow the District to preserve core academic classes, maintain qualified and experienced teachers and school employees, and continue programs that help our students qualify for college. The tax expires after six years. The tax is assessed against each parcel of taxable land in the District. A parcel is defined as any unit of land in the District that receives a separate tax bill from the Santa Clara County Assessor's Office. Optional Exemption from the \$98 Parcel Tax is available to senior citizens (65 years or older) who own and occupy, as a principal residence, a parcel and apply to the District for exemption.

All five of our high schools develop a School Plan that is presented to the Board of Trustees for approval in the fall of the school year. This plan provides the budget detail on the uses of the school's categorical funds. These school plans are available on the District's website at <http://fuhhsd.org/sites.htm>

Teacher & Administrative Salaries as a Percentage of Total Budget

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 districts 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$46,564	\$39,456
Mid-Range Teachers	\$72,553	\$66,091
Highest Teachers	\$87,684	\$82,529
Elementary School Principals	-	-
Middle School Principals	-	\$104,975
High School Principals	\$135,944	\$116,464
Superintendent	\$197,285	\$171,138
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.4%	37.4%
Administrative Salaries	7.8%	5.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06) financial statements).

Average Teacher Salaries	
School & District	
School	\$59,481
District	\$67,027
Percentage of Variation	11.26%
School & State	
All High School Districts	\$62,833
Percentage of Variation	5.34%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9		10		11		10		11						
	05	06	07	05	06	07	05	06	07	05	06	07			
All Students															
School	86	85	87	75	80	82	77	76	79	78	81	86	79	74	77
District	74	73	77	66	70	68	63	64	65	66	67	63	64	63	61
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	82	83	83	73	79	82	73	77	78	77	82	87	77	73	77
District	71	68	74	62	67	63	59	61	63	68	69	63	62	64	62
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	89	86	91	78	81	83	81	76	81	78	80	85	82	76	76
District	78	77	80	71	72	72	66	67	67	65	66	63	64	63	59
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	41	69	46	43	44	38	33	47	50	40	41	58	38	43	42
District	31	32	43	22	27	25	17	22	22	24	24	21	21	23	19
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
Asian															
School	91	90	91	80	87	87	82	79	83	82	87	90	83	78	82
District	85	86	88	77	81	82	76	76	76	79	79	78	76	76	71
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Hispanic															
School	15	45	*	*	*	33	36	*	*	18	*	33	*	*	*
District	31	29	39	24	24	20	16	22	23	22	24	16	23	19	24
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	80	75	79	66	67	73	69	70	72	71	72	78	73	71	67
District	79	73	80	67	72	67	63	62	67	67	68	61	63	63	63
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	20	19	35	16	15	33	14	24	27	20	10	40	21	24	22
District	22	17	27	18	22	18	18	14	21	22	24	16	17	17	23
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
School	35	29	12	14	24	21	32	8	9	25	21	50	33	17	*
District	16	17	19	9	11	12	8	10	6	19	11	17	13	15	5
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Lynbrook High is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2006-07 Test Results			
	School	District	State
9th Grade			
Overall	50.3%	48.3%	29.3%
(Boys)	40.8%	45.7%	30.1%
(Girls)	59.2%	51.1%	28.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. **Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). **Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	9	9	
All Students				
Actual Growth	3	17	10	911
Asian				
Actual Growth	5	17	7	935
Caucasian				
Actual Growth	-2	22	3	855

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • 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). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Dropout & Graduation Rates

Lynbrook High School's graduation rate continues to be nearly 99%. This table displays the high school's one-year dropout rate and graduation rate for the most recent three-year period. Detailed information about dropout rates and graduation rates can be found at the CDE website at <http://dq.cde.ca.gov/dataquest/>

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.29%	0.49%	0.38%
Graduation Rate	98.70%	97.90%	98.60%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, the 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements

	School	District	State
All Students	98.0%	90.3%	*
Asian	99.1%	96.1%	*
Caucasian	95.9%	90.4%	*

* Statewide data was not available at the time of publication.

Career Technical Education Participation

The Fremont Union High School District considers preparation for the workplace a key goal of schooling. Students engage in career assessments and exploration activities and plan appropriate post-secondary education with the help of assistant principals, guidance counselors, and Career Center and Library staff. Each high school has a Career Center and Library/Media Center that give students the opportunity to explore college and careers by using district-approved career guidance software. Career/College Liaisons, School Library Specialists, and Library Media Teachers are available to train students in the use of the software and to assist them in their explorations. These facilities are often open in the evenings for students and parents to use the computerized college and career-search tools.

Career Technical Education courses are available as elective classes offered in the business and industrial technology departments, and in the federally-funded Regional Occupational Program (ROP). High-end ROP career exploration courses weave in the latest technology affording students the opportunity to explore careers possibilities in their junior and senior years. Courses offered provide career/technical skills training and/or on-the-job training with work-based learning. Generally, students must be 16 years of age, but some exceptions can be made. If/when students that are under the age 16 participate, they must fill out a four year individualized student plan to be signed by a school counselor or administrator for all ROP classes. ROP courses may not be available every year and sometimes, new courses that aren't on this list are added. Many of these courses are offered on other school campuses, but are open to students if scheduling permits.

The District offers 20 ROP courses that are sequenced with institutions of post-secondary education: Administration of Justice, Advanced Multimedia, Advanced Visual Communication, Athletic Training/Sports Medicine, Automotive Technology, Biotechnology, Broadcast Journalism, Commercial Art/Graphics, Cosmetology, Culinary Careers, Digital Audio Recording, Digital Design/Animation, Engineering Technology, Java Programming, Marketing, Stagecraft Technology, Technical Writing/Journalism, Training for Transition, TV/Film/Video, and Web Design.

In 2006-07, 460 Lynbrook High School students in grades 9-12 (24% of total enrollment) participated in career technical education classes. Student-run clubs such as Future Business Leaders of America provide skills and experiences to help prepare students for success in business leadership and marketing.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	480
What percent of the school's pupils complete a CTE program and earn a high school diploma?	
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

UC/CSU Course Completion

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	85.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	83.3%

* Duplicated Count (one student can be enrolled in several courses).

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE website <http://dq.cde.ca.gov/dataquest/>.

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	403	93.1%	592	662	0
05-06	448	95.5%	598	664	597
06-07	444	89.6%	592	662	598
District					
04-05	2,065	0.82%	567	636	0
05-06	2,216	0.76%	576	641	580
06-07	2,423	0.72%	574	638	578
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

Advanced Placement Classes

Lynbrook High School has open access to Advanced Placement (AP) courses for all eligible students. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006-2007 school year, 558 students (10.3% increase) took 1,124 AP Exams (17.8% increase) and 90% of Exams scored 3 or higher.

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	1	66
English	1	110
Foreign Language	4	101
Mathematics	3	270
Music	1	13
Science	2	227
Social Science	2	194
Totals	14	981
Percent of Students in AP Courses		50.8%

Staff Development

Teachers and administrators are actively involved in professional growth activities at the school, district, state and national level. Three paid staff development days in the area of instructional methods are offered to teachers outside of the regular school year. In addition, late start days are dedicated to staff training and collaborative work time by site and districtwide. District administrators attend monthly staff development seminars.

Data Sources

Data within the SARC was provided by Fremont Union High School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	90.0	79.5	49.0	91.1	82.4	51.1	92.0	80.3	48.6
Mathematics	92.0	81.9	45.2	92.5	82.9	46.8	95.8	84.0	49.9

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	8.0	19.8	72.2	4.2	15.8	80.0
Males	9.8	23.1	67.1	3.1	12.5	84.4
Females	6.2	16.4	77.3	5.3	19.1	75.6
Asian	5.4	18.9	75.7	0.6	10.8	88.6
Hispanic	45.5	18.2	36.4	45.5	27.3	27.3
Caucasian	11.2	20.4	68.4	10.2	28.6	61.2
English Learners	33.3	45.5	21.2	3.1	28.1	68.8
Socioeconomically Disadvantaged	41.7	25.0	33.3	8.3	41.7	50.0
Students with Disabilities	70.6	5.9	23.5	56.2	18.8	25.0

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Sunnyvale, Los Altos, Santa Clara, San Jose, and Saratoga that contain numerous computer workstations.

Students can also access libraries online through the District's website <http://fuhsd.org/libraries.htm>