

Lynbrook

HIGH SCHOOL



1280 Johnson Avenue, San Jose, Ca 95129 • 408-366-7700 • Interim Principal Rich Amlin

Contact Information

LYNBROOK HIGH SCHOOL

www.lhs.fuhd.org

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COLORS: Blue, Red & White
MASCOT: Vikings

ESTABLISHED: 1965

CDS Code 43-69468-4334421

FREMONT UNION HIGH SCHOOL
DISTRICT

www.fuhd.org

589 W. Fremont Avenue,
Sunnyvale, CA 94087

SUPERINTENDENT: Polly M. Bove

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School Profile

Lynbrook High School is a comprehensive public high school serving approximately 1800 students, grades 9-12, in suburban West San Jose. Opened in 1965 and named for the development in which it is located, Lynbrook was the fifth school in the Fremont Union High School District (FUHSD), and one of three the district established during the 1960s. Drawn by the excellence of both Cupertino Elementary and FUHSD, many professionals choose to settle in the Lynbrook attendance area with the express purpose of sending their children to Lynbrook and its feeder schools. Given that many of our students are immigrants from Taiwan, China, Korea, India, Russia, and other countries around the world, it is not an exaggeration to say that Lynbrook's reputation is international.

The values enacted by Lynbrook's community—commitment to family, involvement in the schools, a belief in the importance of education, and high academic expectations—are directly responsible for the school's excellent standing. For its part, Lynbrook works hard to meet the needs of its community, and the success of the school's efforts is evident in the serene, safe, and attractive campus; sophisticated approach to technology; collaborative faculty and staff; and extensive co-curricular and extra-curricular programs. Lynbrook's API (926 in 2009) is one of the highest in the state of California. The school has been named a California Distinguished School five times, most recently in 2007, and in 2008 Lynbrook was one of 54 high schools nationwide to be recognized as a No Child Left Behind National Blue Ribbon School. In addition to these significant benchmarks of excellence, our students, teachers and programs have earned a vast range of awards and recognitions at the local, state and national level. Such excellence is enabled by the strong partnerships between the school, district, students, parents, community and an enthusiastic, caring and highly dedicated staff strongly committed to meeting the community's expectations.

Though Lynbrook, like many California high schools, serves a diverse population, the school's racial composition is as follows: 76% Asian, 19% White, and 5% "other" (representing Hispanic, African American, Filipino, Pacific Islander, and Native American students). Lynbrook's Asian population has increased by 15 percentage points since 2000, while its White population has declined by 14 percentage points. All other populations have remained relatively stable.

Lynbrook High School boasts outstanding co-curricular and extra-curricular programs, including state and national award-winning music, drama, dance, speech, and mathematics competition teams. An extensive athletic program includes 44 competitive teams. Link Crew, an award-winning peer mentoring program, a staff-run Student Assistance Team, and more than 70 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 school dances and evening events.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.6%
American Indian	0.5%
Asian	76.2%
Caucasian	18.5%
Filipino	0.6%
Hispanic or Latino	3.2%
Pacific Islander	0.4%
Multiple or No Response	0.0%

Climate for Learning & Discipline

The modified block bell schedule provides extended time for interactive lessons and twice-weekly schoolwide tutorial sessions within the school day, providing time and places for academic dialogue 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. 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.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	126	68	106	802	413	1103
Suspension Rate	6.5%	3.5%	5.7%	7.8%	4.0%	10.7%
Expulsions	0	2	0	37	31	21
Expulsion Rate	0.0%	0.1%	0.0%	0.4%	0.3%	0.2%

Lynbrook High School's focus on "Academic Integrity" 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, 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. School Loop, a communication and organizational tool, 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 grades. The community is able to freely communicate through email and voicemail with the entire staff. The Viking Voice Newsletter is mailed to parents twice 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 meet with any staff member.

Safe, orderly schools are the highest priority of the FUHSD 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 Counselors, a Student Conduct Specialist, a Student Advocate (licensed family therapists), and peer counselors help students work through personal issues.

Enrollment by Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	502	457	423
10th	465	511	454
11th	520	472	510
12th	444	509	474

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 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).

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	26	26	25	30	30	30	47	39	44	2	8	-
Mathematics	31	31	31	9	6	4	15	21	27	32	30	23
Science	33	32	32	2	-	-	13	24	24	38	30	29
Social Science	33	33	31	-	-	2	17	12	21	25	33	22

Staff Development

Teachers and administrators are actively involved in professional growth activities at the school, district, state and national level. Staff development days are scheduled before the start of the regular school year and themes or activities introduced on those days are continued on late-start days dedicated to staff training and collaborative work time. District administrators attend a two and a half day leadership development session at the start of each school year and attend monthly staff development seminars.

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 assistant principals, three guidance counselors, and Career Center and Library staff. Lynbrook High School's ratio of students per "Counselor" = 623:1 but with the additional help of the assistant principals, the ratio = 267:1. Support staff also includes one library media teacher, two Psychologist, and 40 fulltime and 36 halftime paraprofessional/clerical employees.

A districtwide college faire is held each year and Lynbrook offers grade level college information nights for students and their parents. Most materials are translated into Chinese, Japanese, Korean, and/or Spanish as needed and on-site translators are also provided.

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

Teacher Credentials

The Fremont Union High School District recruits and employs the most qualified credentialed teachers. For the 2008-2009 school year, Lynbrook High School had 80 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
	06-07	07-08	08-09	08-09
Fully Credentialed	75	76	80	441
Without Full Credentials	8	6	4	20
Working Outside Subject	0	0	0	

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced lunch program. More information on teacher qualifications required under NCLB can be found on the CDE website <http://www.cde.ca.gov/nclb/sr/tq/>

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.9%	3.1%
District	98.5%	1.5%
High-Poverty Schools in District	50.0%	50.0%
Low-Poverty Schools in District	98.5%	1.5%

Parent Partnerships

There are a variety of ways parents are actively involved in the programs and life at Lynbrook. The School Site Council is a representative body made up of parents, students and staff. It oversees the budgetary expenditures of the School and Library Improvement Plan as well as GATE (Gifted and Talented Education) Grant. Parents, students, teachers and support staff make up the Lynbrook Parent Teacher Student Association (PTSA) and help support and fund many of the programs that benefit students.

To support our English Learners' families and bilingual parents, the Lynbrook Bilingual Committee works to increase bilingual parent participation in school life. The committee informs bilingual and English Learner (EL) parents about school culture and procedures, as well as facilitates communication between the school and bilingual families. Parents new to the school are offered support in navigating school procedures with one of the mentors. An English Learners Advisory Council participates at the District level to address the specific educational needs of the EL population.

Parents are also active in many different booster organizations. The Lynbrook Instrumental Music Booster (LIMB) is the support structure for the Lynbrook Instrumental Music Program: Orchestra, Jazz Band, Marching Band, Color Guard, Wind Ensemble, Symphonic Band, Concert Band, Winter Guard, Winter Percussion, and Percussion Ensemble. Lynbrook affirms the importance of music education and its enhancement of academic performance.

Another large parent organization is the Lynbrook Athletic Boosters. Their work and fundraising are targeted to support all the athletic programs. They manage concession stands at sports events and coordinate other fundraisers while working with coaches and the Athletic Directors to support all Viking athletes. There are many other active parent booster groups that support Lynbrook co-curricular and extra-curricular programs (e.g. Robotics Team, Spirit and the Speech and Debate Team.)

For opportunities for parental and/or community member involvement please contact the Executive Assistant to the Principal at 408-366-7702.

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 15, 2009, and the Board of Trustees adopted Resolution #910-06 Certifying Sufficiency of Textbooks and Instructional Materials in Mathematics, Science, History-Social Science, and English/Language Arts.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

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. These cities are located in Santa Clara County. In November 2009, the Santa Clara County Library system was ranked number three in the nation by Hennen's American Public Library Ratings. Free wireless Internet access is also provided as a feature in city plazas, coffee shops and other businesses that are publicly accessible.

Safe School Plan

Safe, orderly schools are the highest priority of the Fremont Union High School District Board of Trustees and staff. Lynbrook 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 is reviewed and approved by the School Site Council. 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 lock-down simulation is held with the entire school each September. Additionally, two fire drills with whole-school evacuations and two earthquake drills occur during the school year. Lynbrook staff is also trained on additional emergency codes and the CPR/First Aide staff list is updated during September of each year. Each classroom contains a backpack of immediate first aid supplies, and a storage facility on campus houses equipment and supplies to sustain the needs of our students and staff until emergency personnel arrive, should a true emergency situation arise.



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 a 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 high school is comprised of 84 classrooms, 2 gyms, 1 multipurpose room/cafeteria, 1 library, 1 career center, 1 staff lounge, 5 computer labs, 1 auditorium, 1 dance/team room, and multiple athletic fields.

Measure B, the 66% voter-approved \$198 million school facilities bond passed in June 2008, will provide funds needed to continue to renovate and modernize Cupertino, Fremont, Homestead, Lynbrook, and Monta Vista High Schools. Funds continue to be used to create a dedicated Technology Fund that will allow the district to upgrade and maintain classroom computers and related technology; build new science labs; construct the new classrooms needed to avoid overcrowding; replace aging heating, lighting, plumbing and electrical systems; improve energy efficiency at each high school; create classrooms/labs designed for career and technical education classes that supplement traditional college preparatory courses; upgrade and improve athletic facilities and fields; improve campus safety and security; upgrade and improve emergency communications systems; and add solar power and make the dollars now spent on utility bills available to support classroom programs.

Construction of solar electric panel arrays at Lynbrook began in June 2009 and was completed in November 2009. Similar construction will take place at all five school sites in FUHSD. Once completed, the district's solar panel system will generate over \$1,000,000 in savings on the District's electric bill and that number will grow every year as electricity rates escalate.

Construction of the new football field/bleachers and sports fields at Lynbrook High School is targeted to begin summer 2010 subject to completion of the Environmental Impact Report (EIR) and design approval from the Department of State Architects (DSA). Parents can access the progress of track and field renovation at <http://www.fuhsd.org/LHS>.

The Lynbrook High School campus was inspected on December 23, 2008 and is in good condition. The School Facilities Manager, in collaboration with the Principal, works daily with six (6) full-time custodians to ensure that the facility 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 are completed in a timely manner. The District rotates a "deep cleaning" crew at all campuses during breaks and over the summer. Increased custodial coverage of fields and grounds supports a safe and clean campus.

School Facility Conditions				
Date of Last Inspection: 12/23/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Cafeteria - Wall paint and floor resurfacing needed; scheduled for summer break. Gym - Interior walls need repairs and painting; scheduled for summer break. Boys Locker Room - Floor needs patch and epoxy repair; scheduled for summer break.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			H2 Restrooms - Dim lighting in staff restrooms.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Pool Deck & Equipment Room - Equipment room door frame rusting; may need replacement soon. English 100 Wing - Exterior walls under windows need repair and painting. Math 400 Wing - Exterior doors need painting. Math & Business 600 Wing - Exterior doors need painting.

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.

Scores for 07-08 Average Verbal are SCHOOL: 597, DISTRICT 574, STATE 494.

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					
05-06	448	95.5%	598	664	597
06-07	444	89.6%	592	662	598
07-08	509	91.8%	0	671	607
District					
05-06	2,216	0.76%	576	641	580
06-07	2,423	0.72%	574	638	578
07-08	2,590	0.74%	0	637	584
State					
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492
07-08	465,901	35.9%	0	513	492

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 in the table below. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	83	85	87	70	72	74	43	46	50
Mathematics	70	72	78	54	55	60	40	43	46
Science	77	82	87	67	72	75	38	46	50
History/Social Science	80	81	83	61	68	72	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	91	85	91	85
Filipino	*	*	*	*
Hispanic or Latino	55	39	57	45
Pacific Islander	*	*	*	*
Caucasian	76	55	77	81
Males	85	78	87	82
Females	89	79	87	84
Socioeconomically Disadvantaged	53	64	61	47
English Learners	35	69	61	13
Students with Disabilities	53	39	46	38
Migrant Education	*	*	*	*

*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	10	10	
All Students				
Actual Growth	10	9	6	926
Asian				
Actual Growth	7	8	5	948
Caucasian				
Actual Growth	3	9	1	865

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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	In PI
First Year in PI	-	2009-10
Year in PI (2009-10)	-	1
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	16.67%

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: participation rate on the state's standards-based assessment in English Language Arts and mathematics, percent proficient on the state's standards-based assessments in English Language Arts and mathematics, API as an additional indicator, and graduation rate.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Physical Fitness

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	5.6%	20.2%	71.0%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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 2008-2009 school year, 677 students (14.2% increase) took 1,400 AP Exams (25.2% increase) and 92% of Exams scored 3 or higher.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	3	332
Social Science	2	183
Computer Science	1	66
English	2	240
Foreign Language	4	135
Mathematics	3	449
Totals	15	1405
Percent of Students in AP Courses	13.7%	

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	87.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	80.4%

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

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								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	92.0	80.3	48.6	92.7	83.6	52.9	92.7	80.7	52.0
Mathematics	95.8	84.0	49.9	96.2	85.3	51.3	95.2	84.8	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	7.3	19.4	73.3	4.8	16.4	78.8
Males	10.4	22.5	67.1	5.4	15.3	79.3
Females	4.1	16.1	79.7	4.1	17.5	78.3
Asian	4.4	17.7	77.9	1.5	11.5	87.0
Hispanic or Latino	45.5	27.3	27.3	36.4	27.3	36.4
Caucasian	13.6	23.5	63.0	14.8	30.9	54.3
English Learners	28.2	41.0	30.8	5.1	28.2	66.7
Socioeconomically Disadvantaged	50.0	18.8	31.2	18.8	25.0	56.2
Students with Disabilities	52.0	24.0	24.0	44.0	32.0	24.0

Completion of High School Graduation Requirements

Students in California public schools must meet all state and local graduation requirements for grade twelve completion and 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 2008-09 school year in grade 12, this table displays by student group the percent who met all state and local graduation requirements and successfully passed the CAHSEE.

	Completion of High School Graduation Requirements		
	School	District	State
Socioeconomically Disadvantaged	100.0%	83.0%	*
Asian	100.0%	98.0%	*
Caucasian	98.0%	96.0%	*
English Learners	99.0%	87.0%	*
Students with Disabilities	95.0%	83.0%	*

* Data was not available at the time of publication.

Dropout & Graduation Rates

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			
	05-06	06-07	07-08
Dropout Rate	0.40%	0.20%	0.30%
Graduation Rate	98.90%	99.50%	99.20%

Career Technical Education (CTE) Programs

Career Technical Education courses are available as elective classes in business, industrial technology, and through the North County Regional Occupation Program (NCROP). High-end ROP courses provide students with the opportunity to explore career possibilities most often in their junior and senior years when students may have more choices in their schedules. These courses provide career/technical skills training and/or on-the-job training with work-based learning. Beginning in the 2009-2010 school year, there is increased flexibility regarding when these courses are available to students. Depending on pre-requisites and space availability, these classes are now open to students in all grade levels.

The District offers 17 ROP courses for 2009-2010 school year that have been certified with the California Department of Education: Administration of Justice, Advanced Engineering, Advanced Multimedia, Advanced Visual Communications, Athletic Training/Sports Medicine, Automotive Technology Level I and II, Biotechnology, Broadcast Journalism, Commercial Art/Graphic Design, Culinary Arts I and II, Engineering I, Stagecraft Technology, Technical Writing, and TV/Film/Video. Not all courses are offered at every high school campus, but are open to students if scheduling permits.

ROP courses articulated with community colleges:

- Administration of Justice (DeAnza)
- Athletic Training/Sports Medicine (DeAnza)
- Automotive Technology (DeAnza)
- Culinary Arts (DeAnza)
- Graphic Design/Commercial Art (DeAnza)
- Stagecraft Theatre Technology (Foothill)
- TV Film Video (DeAnza).

The following courses are being considered for articulation:

- Broadcast journalism
- Biotechnology
- Multimedia
- Engineering

The following ROP courses are UC approved:

- Biotechnology "d"
- Engineering Technology "g"
- Computer Programming (JAVA) "g"
- Digital Design: Video and Animation "f"
- Journalism "g"

The following are being developed for submission to UC for approval for 2010-2011:

- Food Science and Culinary Arts "g"
- Multimedia Design "f" or "g"

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, Career Center, and Library staff. Each high school has a Career Center and Library/Media Center that provide students with opportunities to explore college and careers through the web-based guidance program "Naviance", as well as utilizing other district-approved career guidance activities. Career/College Liaisons, School Library Specialists, and Library Media Technology teachers, as well as assistant principals, and guidance counselors are available to help train students in the use of this software, and to assist them in their career development process. School facilities are often open in the evenings for students and parents to use the computerized college and career search tools.

In 2008-09, 515 Lynbrook High School students in grades 9-12 (27.6% of total enrollment) participated in career technical education classes and 154 of them were seniors who graduated. 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?	
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?	

College Entrance Info

District students can access a College and Career Planning Website at <http://www.fuhd.org/collegecareer>. This site has various links to help parents and students begin planning for college and beyond. All five of the District's high schools use Naviance, a college and career planning resource that allows students and families to investigate, research, track, and plan for the college admission process.

Family Connection from Naviance is a web-based service designed especially for students and parents. Family Connection is a comprehensive website that parents and their child can use to help in making decisions about courses, colleges, and careers. Family Connection allows parents and students to:

- Get involved in the planning and advising process – Build a resume, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Sign up for college visits – Find out which colleges are visiting our school and sign up to attend those sessions

Family Connection also lets the high school share information about up-coming meetings and events, local scholarship opportunities, and other Web resources for college and career information.

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/>.

LOCAL COMMUNITY COLLEGES The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of its diverse students and community. Located in the heart of Silicon Valley, the district serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose.

Admission to De Anza College is open to anyone (subject to the residency requirements) who has a high school diploma, a General Education Diploma, a proficiency certificate, or is at least 18 years old and shows evidence of being able to benefit from the instruction offered by the college. For general admissions requirements please visit <http://www.deanza.edu/admissions/residency.html>

Foothill College has an open-door admission policy for all high-school graduates and non-graduates who are 18 years of age or older. Students enrolled in the junior and senior year of high school may attend Foothill College with written parental and school permission. Forms for parental and school permission are available in the Admissions & Records Offices at both Foothill campuses or online at: <http://www.foothill.edu/reg/>

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 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.

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$50,104	\$42,810
Mid-Range Teachers	\$78,069	\$69,375
Highest Teachers	\$93,827	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$151,919	\$126,901
Superintendent	\$261,515	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.3%	37.3%
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 (fiscal year 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$72,287
District	\$72,287
Percentage of Variation	0.00%
School & State	
All High School Districts	\$68,332
Percentage of Variation	5.78%

District Expenditures

In 2007-2008, the Fremont Union High School District's total expenditure per pupil was \$9,148 of which \$6,483 was unrestricted. The table provides a comparison of a school's per pupil funding from unrestricted sources with the district and the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,177
From Restricted Sources	\$2,575
From Unrestricted Sources	\$6,602
District	
From Unrestricted Sources	\$6,483
Percentage of Variation between School & District	1.84%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.78%

District Revenue Sources

The Fremont Union High School District relies almost exclusively on local property taxes for general fund revenue. Enrollment has been about 10,300 students for two years in a row but is projected to increase at 2-3% per year for several years in the future. Since the District is not paid by the State of California per student, it must absorb all new costs associated with student growth. In January 2005 the Fremont Union High School District began a residency verification effort to ensure that our schools are reserved for only those students who are valid residents within the District boundaries. Our District receives funding directly from property taxes paid by our community residents with no funds provided by the state based on enrollment. Our residency verification process ensures that every tax dollar of our community is used to support the students who actually live in our attendance area.

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 early in the school year. Each School Plan provides the budget detail on the uses of the school's categorical funds.

Data Sources

Data within the SARC was provided by Fremont Union High School District, retrieved from the 2008-09 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.

