

# Lynbrook

# HIGH SCHOOL



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

## Contact Information

LYNBROOK HIGH SCHOOL

www.lhs.fuhsd.org

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COLORS: Blue, Red & White

MASCOT: Vikings

ESTABLISHED: 1965

CDS Code 43-69468-4334421

FREMONT UNION HIGH SCHOOL  
DISTRICT

www.fuhsd.org

589 W. Fremont Avenue,  
Sunnyvale, CA 94087

SUPERINTENDENT: Polly M. Bove

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## 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 2007-08 enrollment was 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 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. Lynbrook High School was awarded the prestigious 2008 No Child Left Behind (NCLB) Blue Ribbon Schools Award, one of only 55 high schools nationwide chosen by the U.S. Department of Education for this recognition. In 2007, Lynbrook was designated by the state as high performing school because of its high Academic Performance Index (API) score of 920.

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 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, School Site Council, and PTSA, the umbrella organization for parent involvement. For information on how to get involved, please contact the Executive Assistant to the Principal at 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			
	2005-06	2006-07	2007-08
9th	457	502	457
10th	510	465	511
11th	449	520	472
12th	448	444	509

## Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.7%
American Indian	0.3%
Asian	74.7%
Caucasian	20.9%
Filipino	0.7%
Hispanic or Latino	2.4%
Pacific Islander	0.3%
Multiple or No Response	0.0%

## 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:								
	06	07	08	1-20 Students		21-32 Students		33+ Students				
English	25	26	26	27	30	30	49	47	39	1	2	8
Mathematics	30	31	31	9	9	6	19	15	21	27	32	30
Science	32	33	32	-	2	-	23	13	24	30	38	30
Social Science	31	33	33	1	-	-	26	17	12	17	25	33

## 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 the Fall of 2008 and was reviewed by the PTSA in November of 2008. 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 are also trained on additional emergency codes and the CPR/First Aide staff list is updated during September of each year.

## Climate for Learning & Discipline

Our high student achievements, safe and serene campus, use of technology, collaborative faculty and staff, and extensive co-curricular programs have resulted in Lynbrook High School consistently being named an outstanding high school. Lynbrook ranks among top comprehensive high schools by the Academic Performance Index (API). Lynbrook was also honored during our last WASC visitation in 2004 when we received a clear six-year State accreditation and has received the California Distinguished School award five times, most recently in 2007. This year Lynbrook was named a No Child Left Behind National Blue Ribbon School. We were one of only 54 in the United States.

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'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. Through a web-based, interactive two-way communication tool, 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 three 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 Counselors, Student Conduct Specialists, Student Advocates (licensed family therapists), and peer counselors help students work through personal issues.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	115	126	68	716	802	413
Suspension Rate	6.2%	6.5%	3.5%	7.2%	7.8%	4.0%
Expulsions	9	0	2	47	37	31
Expulsion Rate	0.5%	0.0%	0.1%	0.5%	0.4%	0.3%

## 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
	05-06	06-07	07-08	07-08
Fully Credentialed	72	75	76	441
Without Full Credentials	10	8	6	22
Working Outside Subject	0	0	0	

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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 high 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.

Measure B, a 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 will 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.

The Lynbrook High School campus was inspected on December 1, 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 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. Increased custodial coverage of fields and grounds supports a safe and clean campus.

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.

## 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 23, 2008, and the Board of Trustees adopted Resolution #089-05 Certifying Sufficiency of Textbooks and Instructional Materials in Mathematics, Science, History-Social Science, and English/Language Arts.

## 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	98.5%	1.5%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

## 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, three (3) guidance counselors, and Career Center and Library staff. Lynbrook High School's ratio of students per "Counselor" = 612:1 but with the additional help of the assistant principals, the ratio = 262:1. 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 & Instructional Leadership

Continuous improvement is the goal of Lynbrook High School's school planning, supported by a teacher-led staff development team and scheduled weekly staff development and collaboration time. The entire Lynbrook staff works to ensure that all students possess the skills necessary to compete in a technological society and become self-directed learners as well as ethical and responsible members of society. Staff continues to meet regularly for articulation with the feeder middle school. Through community input, Lynbrook has been examining course offerings in Liberal Arts programs. In working with parents, students and staff, we realized a need to boost the number and rigor of these courses. Last year English Language and Composition AP was added and this year, AP Physics will be added to the science curriculum. Lynbrook is encouraged to see a continuous increase in the numbers of students attempting AP Course work and exams and views their success as a reflection of the quality of instruction and guidance our students receive. However, caution must be exercised that AP coursework does not become the benchmark for high standards in high school.

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://fuhsd.org/0809CSguide.pdf>

## District Expenditures

In 2006-2007, the Fremont Union High School District's total expenditure per pupil was \$8,476. The table provides a comparison of a school's per pupil funding from unrestricted sources with the district and the state.

## 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. 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. 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://fuhisd.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 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.

## 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 2006-07) financial statements).

Average Teacher Salaries	
School & District	
School	\$68,188
District	\$68,188
Percentage of Variation	0.0%
School & State	
All High School Districts	\$65,574
Percentage of Variation	4.0%

## 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>.

Subject	California Standards Test								
	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	80	83	85	69	70	72	42	43	46
Mathematics	71	70	72	57	54	55	40	40	43
Science	74	77	82	66	67	72	35	38	46
History/Social Science	78	80	81	65	61	68	33	33	36

\*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,058
From Restricted Sources	\$2,131
From Unrestricted Sources	\$5,926
District	
From Unrestricted Sources	\$6,150
Percentage of Variation between School & District	3.64%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	11.81%

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$47,192	\$41,367
Mid-Range Teachers	\$73,532	\$66,967
Highest Teachers	\$88,775	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$146,548	\$123,438
Superintendent	\$256,580	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.6%	37.1%
Administrative Salaries	7.0%	5.1%

## 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 grade 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.

## 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.

## 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.

The District did not make all AYP targets as it did not meet the 95% participation rate for Students with Disabilities. The rate for this group was 82.8%. The participation rate was affected by students taking the test with modifications. There were 18 students in the District who took the test with modifications, resulting in not being tested. If these students were added to the count, the participation rate goes up to 93.5%. Students with Disabilities is not a subgroup for any of our schools, but at the District level there are enough students to warrant a subgroup.

## 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.

Percentage of Students in Healthy Fitness Zone			
2007-08 Test Results			
	School	District	State
9th Grade			
Overall	62.1%	47.3%	35.6%
(Boys)	63.8%	45.4%	36.7%
(Girls)	60.3%	49.5%	34.5%

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

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	9	10	
All Students				
Actual Growth	17	10	9	920
Asian				
Actual Growth	17	7	8	943
Caucasian				
Actual Growth	22	3	9	864

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	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Dropout & Graduation Rates

Lynbrook High School's graduation rate continues to be about 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			
	04-05	05-06	06-07
Dropout Rate	0.49%	0.38%	0.16%
Graduation Rate	97.90%	98.60%	99.10%

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the number who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	99.1%	95.9%	80.6%

*\* Data was not available at the time of publication.*

## Career Technical Education (CTE) Programs

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 23 ROP courses that are UC approved and articulated with institutions of postsecondary education: Administration of Justice, Advanced Engineering, Advanced Multimedia, Advanced Visual Communication, Animation & Digital Design, Athletic Training/Sports Medicine, Automotive Technology Level I and Level II, Biotechnology, Broadcast Journalism, Commercial Art/Graphic Design, Computer Aided Drafting, Culinary Careers I and Culinary Career II, Engineering I, Java Programming, Merchandising & Marketing, Stagecraft Technology, Technical Writing/Yearbook, Training for Transition, TV/Film/Video, Video Gaming, and Web Design.

## 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.

2007-2008 data will be available in April 2009. 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	85.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	81.1%

*\* 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	411,036	35.6%	500	522	0
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	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 2007-2008 school year, 593 students (6.3% increase) took 1,118 AP Exams (.005% decrease) and 87% of Exams scored 3 or higher.

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	1	64
English	2	153
Foreign Language	2	79
Mathematics	3	444
Music	1	19
Science	2	266
Social Science	2	164
Totals	13	1189
Percent of Students in AP Courses		11.0%

## 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 2007-08 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.

## College Entrance Info

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/>

## 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. These cities are located in Santa Clara County. In November 2008, the Santa Clara County Library system was ranked number two in the nation by Hennen's American Public Library Ratings. The county library system, which includes the Cupertino, Campbell, and Saratoga libraries, has been ranked number one or number two by the HAPLR Index eight out of the past 10 years. Free wireless Internet access is also provided as a feature in city plazas, coffee shops and other businesses that are publicly accessible.

## 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									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	91.1	82.4	51.1	92.0	80.3	48.6	92.7	83.6	52.9
Mathematics	92.5	82.9	46.8	95.8	84.0	49.9	96.2	85.3	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	7.3	41.4	51.3	3.8	17.8	78.3
Male	9.8	47.9	42.3	3.8	17.0	79.1
Female	5.0	35.5	59.5	3.9	18.5	77.6
Asian	6.2	40.5	53.4	1.3	12.1	86.6
White	8.8	43.1	48.0	10.7	32.0	57.3
English Learners	27.6	51.7	20.7	3.4	32.8	63.8
Socioeconomically Disadvantaged	23.1	53.8	23.1	15.4	38.5	46.2
Students with Disabilities	33.3	53.3	13.3	31.2	50.0	18.8

