LYNBROOK HIGH SCHOOL



2025-2026 SCHOOL PLAN

Mid-Year Update

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School Profile

School Profile
2025-26

HOME OF THE VIKINGS

Lynbrook

1280 Johnson Ave, San Jose, CA 95129
Ph (408) 366-7700 || Fax (408) 257-0551 || www.lhs.fuhsd.org

CEEB Code 053463
A National Blue Ribbon School 2008 and 2024
Intel School of Distinction 2011
Awarded California Distinguished School eight times, including 2024
Western Association of Schools and Colleges Accredited

Class of 2026
Individual class rank is not reported; GPA distribution chart shows the number of seniors in each unweighted, cumulative GPA category as of August

3.75 – 4.0	238	57.07%
3.5 – 3.74	79	18.94%
3.0 – 3.49	65	15.59%
2.5 – 2.99	21	5.04%
2.0 – 2.49	10	2.40%
< 2.0	4	0.96%

Graduation Requirements
English – 4 years
Social Studies – 3 years
Math – 2 years
Physical Education – 2 years
Science – 2 years
Core Electives: World Language, Fine Arts, Applied Academics – must complete 1 year from two of these subjects
Additional Electives – 7 courses

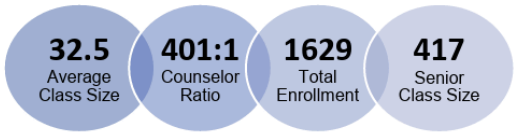
GPA and Related Procedures
- Grades and credits are posted at the end of each semester
- Most FUHSD classes are year-long (10 credits total; 5 each semester) and meet for 150 instructional hours
- Coursework from non-accredited or out-of-country schools are transferred as Pass/Fail
- GPA is calculated at the end of each semester (A=4; B=3; C=2; D=1; F=0)
- Final semester grade marks include letter grades only and no +/- scale option
- Three GPAs are identified on the transcript, all unweighted:
  - Cumulative (all grades 9-12)
  - 9-12 Academic courses
  - 10-12 Academic courses
- Students only guaranteed 6 classes per year
- Students are limited to 1 course per subject area per year
- Many students supplement with community college and online classes

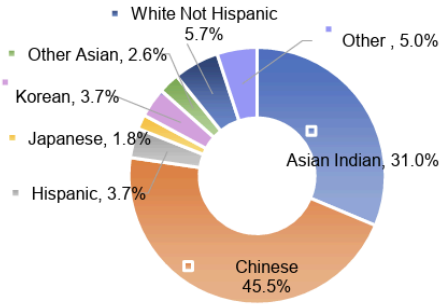
Our Community

Lynbrook is a comprehensive, 4-year, suburban public school on a modified block schedule, offering a well-rounded educational program to students from West San Jose and a portion of northern Saratoga. The vision of the school is to create a dynamic environment of respect and achievement where all can learn deeply, apply their knowledge and contribute purposefully. Our goal is for students to graduate prepared to succeed in the 21st century with an emphasis in Collaboration, Creative Critical Thinking, Citizenship, and Communication. The Lynbrook Guidance Program consists of four full-time counselors and two part-time College and Career Advisors who engage with students, parents, and staff to deliver a comprehensive guidance program that personalizes the planning and counseling experience based on each student's needs and postsecondary goals.

Curriculum Notes

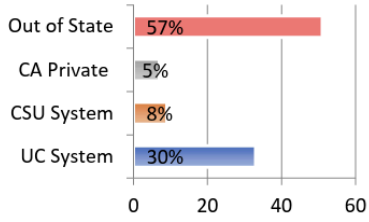
Lynbrook maintains a broad range of academic and elective course offerings for students. Beginning in the 2023-24 school year, Health and Introduction to Ethnic Studies courses were introduced and are currently offered as semester-long courses; it is anticipated these courses will become graduation requirements. Our business and computer science courses continue to be highly impacted, with many students not able to enroll. Lynbrook students utilize local community colleges and other high school programs for enrichment and most of these courses are not recorded on the Lynbrook High School transcript.





Class of 2025 Post-Graduation Plans

– 4 Year College/University	83%
– 2-Year College	12%
– All Colleges	95%
– Unknown or Other	5%



Administration
Janice Chen, Ed.D.
Principal
Yukari Salazar
Assistant Principal A–Gh
Eric Wong
Assistant Principal Gi–Lim
Tara Grande
Assistant Principal Lin–Sha
Kimberlee Morgan
Assistant Principal Shb–Z
Calvin Wong
Executive Assistant

School Counselors
Nikki Dang, Ed.D. (A-Gh)
Tania Yang (Gi-Lim)
Shana Howden (Lin-Sha)
Malissa Goldstein (Shb-Z)

College and Career Advisors
Shveta Bagade
Kathy Tang

All staff can be reached by email: first_last@fuhsd.org

Specialized Populations
- Students with Disabilities 7.9%
- English Learners 3.7%
- Socio-Economically Disadvantaged 7.3%
- Students in off-site programs 1.5%

Parent Education Level
- Graduate Degree or Higher: 1,377
- College Graduate: 233
- Some College: 33
- High School Graduate: 16
- Not a High School Graduate: 9

Quality Education

CAASPP (Smarter Balanced) SY 2024-25	ELA	Math
Exceeding expectations	76%	79%
Meeting standard	16%	14%
Nearing standard	5%	4%
Not meeting standard	3%	3%

Faculty Information	
Certificated Staff	86
Classified Staff	73
W/ Masters degree	64 (74%)
W/ Doctorate degree	4 (4.6%)

AP and Honors Courses

Annually students are provided course recommendations from teachers, however enrollment remains open access with limitations indicated below

English
AP Language & Composition (11th)
AP English Literature (12th)

Social Studies
AP US History (11th)
AP US Government & Politics (12th)

Math
Pre-Calculus Honors
AP Statistics
AP Calculus AB & BC*
AP Computer Science & CS Principles*
**students limited to 1 Calc and 1 CS course at Lynbrook in 4 years*

Science
Chemistry Honors (10th-12th)
Physics Honors (10th-12th)
AP Chemistry (11th/12th)
AP Biology (11th/12th)
AP Physics C: Mechanics (11th/12th)

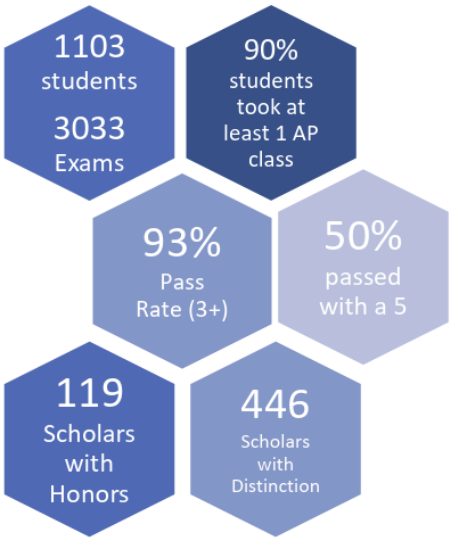
World Languages
Chinese 4 Honors
French 4 Honors
Japanese 4 Honors
Spanish 4 Honors
AP Chinese Language & Culture
AP French Language & Culture
AP Japanese Language & Culture
AP Spanish Language & Culture

Fine Art
Advanced Drama Honors
AP 2D Art & Design

Outstanding Co-Curricular and Extra-Curricular Programs

- State and nationally recognized competitive Math Club, Science Clubs, DECA, FBLA, Robotics Team, Speech & Debate Team and Japanese Honor Society
- Nationally recognized visual arts program, Award-winning music programs; orchestra and marching band tour internationally
- Award-winning student publications: Valhalla Yearbook, Epic Newspaper and Vertigo Literary Magazine
- Interscholastic athletic program with 34 sports teams, Drill Team & Color Guard, Spirit Squad and a nationally recognized dance team
- Over 70 active clubs with faculty advisors
- No volunteer work required for graduation, yet students complete thousands of hours of service

AP Score Summary 2025



SAT/ACT Score Summary 2025

(scores through July 2025)

SAT Test takers 326
- Mean 1415
- Reading & Writing Mean 690
- Math Mean 724

ACT Test takers 106
- Average Composite LHS 30.8
- Average Composite California 26.5 (2024)

NMSC
- 2026 Semifinalists 55
- 2026 Commended TBD
- 2025 Finalists 44

Class of 2025 Top Intended Majors (of 392 respondents):

- Computer Science/Data Science/IS – 74
- Engineering (various)/Architecture – 84
- Sciences (Biological, physical, nursing) – 67
- Business/Economics/Finance – 46
- Psychology/Cognitive Science/Criminology – 24
- Math/Statistics – 20
- Undecided – 11

Lynbrook Graduate Matriculation from 2022-2025 (list not exhaustive)

Community Colleges
Cabrillo College (2)
DeAnza College (85)
Evergreen Valley College (2)
Foothill College (17)
Mission College (2)
Orange Coast College (1)
San Jose City College (1)
Santa Monica College (1)
West Valley College (26)

Cal State Universities
Cal Poly, SLO (31)
Cal Poly, Pomona (6)
Fullerton (3)
Long Beach (5)
Northridge (2)
Sacramento (2)
San Diego (3)
San Francisco (6)
San Jose (75)
Sonoma (1)

Univ of California
Berkeley (94)
Davis (49)
Irvine (48)
UCLA (45)
Merced (17)
Riverside (54)
San Diego (35)
Santa Barbara (73)
Santa Cruz (55)

Private/Out of State
Amherst College (1)
Arizona State University (14)
Art Center College of Design (1)
Babson College (2)
Barnard (2)
Baylor (1)
Boston University (16)
Brandeis (2)
Brigham Young (1)
Brown (4)
Cal Institute of Technology (4)
Carleton University (1)
Carnegie Mellon (42)
Case Western Reserve (19)
Chapman (9)
Citadel Military, SC (1)
Claremont McKenna (3)
Colgate (1)
Columbia (2)
Colorado College (1)
Colorado State (2)
Cooper Union (2)
Cornell (25)
DePaul (1)
Drexel (2)
Duke (3)
Embry-Riddle Aeronautical, AZ (1)
Emory (14)
Emory-Oxford (1)
Fashion Institute of Tech (1)
Franklin Olin College (1)
Georgetown (10)
Georgia Institute of Tech (10)
Grinnell (1)
Harvard (3)
Harvey Mudd (5)
Indiana U, Bloomington (14)
Johns Hopkins (5)
Johnson & Wales (1)
Lewis & Clark (4)
Linfield University (1)
Loyola Marymount (3)
Loyola Univ, Chicago (1)
Macalester (1)
MIT (18)
McGill University (3)
Michigan State (3)
New Jersey Institute of Tech (1)
New York Univ (38)
Northeastern (25)
Northwestern (6)
Nova Southeastern (2)
Occidental (1)
Ohio State (3)
Peabody Conservatory JHU (1)
Penn State Univ–Main Campus (5)
Point Park University (1)
Pomona College (3)
Pratt Institute (2)
Purdue-Main Campus (89)
Rensselaer Polytechnic (4)
RISD (3)
Rice (12)
Ritsumeikan University (1)
Rochester Institute of Tech (3)
Rutgers-New Brunswick (5)
Rutgers-Newark (1)
Saint Mary's College of CA (1)
San Francisco Conservatory (1)
Santa Clara (26)
Scripps (1)
Simon Fraser University (2)
Smith College (1)
St. John's University NY (1)
Stanford (11)
Stony Brook Univ (1)
Temple (1)
Texas A & M College Station (6)
Texas Christian University (1)
The George Washington Univ (3)
The New England Conservatory (1)
The New School (4)
Tufts (3)
Tulane (1)
Union College NY (1)
United States Air Force (1)
US Military Academy (1)
Universiteit van Amsterdam (1)
Univ of Arizona (1)
Univ of British Columbia (4)
Univ of Chicago (6)
Univ of Colorado Boulder (5)
Univ of Denver (1)
Univ of Hawaii, Manoa (3)
Univ of Illinois, Urbana-Champaign (75)
Univ of Maryland College Park (24)
Univ of Massachusetts Amherst (8)
Univ of Michigan, Ann Arbor (12)
Univ of Miami (1)
Univ of New Haven (1)
UNC, Chapel Hill (1)
Univ of Oregon (7)
Univ of Oxford (1)
Univ of Pennsylvania (15)
Univ of Pittsburgh (1)
Univ of Puget Sound (3)
Univ of Redlands (1)
Univ of Rochester (2)
Univ of San Francisco (2)
Univ of South Florida (1)
Univ of Southern California (19)
Univ of Texas Austin (32)
Univ of Texas Dallas (1)
Univ of the Pacific (9)
Univ of Toledo (1)
Univ of Toronto (2)
Univ of Utah (2)
Univ of Victoria (2)
Univ of Washington Seattle (49)
Univ of Wisconsin Madison (24)
Univ of Waterloo (1)
Vanderbilt (1)
Virginia Tech (6)
Washington Univ in St Louis (3)
Wellesley (3)
Wheaton (2)
Williams College (1)
Yale (4)

Introduction

Beginning with the 2025-26 school year the Fremont Union High School District is guided by Vision 2030, a five-year plan to expand our collective impact as a district, especially for students who may feel disconnected or who are not yet experiencing the same academic and social growth as their peers. Key components to increasing progress of all students through the work of all staff are

- collaborative teaming, including participation in district provided professional development;
- instructional practices that increase access, purpose and belonging for all;
- portraits of excellence that serve to increase the focus of durable skills and social emotional learning competencies; and
- listening for equity.

This school plan will include indicators of excellence based on site initiatives (local data) in addition to standardized data. Together we are working towards our True North: Excellence Through Equity.

School Site Participation in District Initiatives

Title	Description	Staff Site Participation
Amplifying Instruction	This is a collaborative effort to design “high challenge; high support” experiences for our multilingual learners. Together, participants will compare a variety of general education and sheltered/Amplified! curricula to strategize approaches that can be applied in their own classroom.	LHS - 1
Amplify Support for EL Students	This professional development session is designed for paraeducators and instructional assistants who work with students who are English learners. The training will focus on how to support students as they engage in productive struggle—the process of working through language challenges in meaningful ways.	LHS - 0
Artificial Intelligence (AI)	This series equips educators to understand and integrate artificial intelligence in thoughtful, practical ways. Day 1 explores the current state of Artificial Intelligence (AI), ethical considerations, and how curriculum may need to evolve. Day 2 focuses on using AI tools to support teaching and differentiation, while Day 3 empowers educators to guide students in responsible AI use while maintaining "cognitive time under tension."	LHS - 3
Assets & Abundance	Healing-centered engagement and transformative SEL are not about therapy or sharing personal trauma; they focus on reflection, identity, and relationships while honoring personal agency and psychological safety. Participants will learn to view themselves and students through an asset-based lens, enrich existing curriculum and practices, and integrate practical, immediately usable Transformational SEL strategies in any role or setting.	LHS - 5
Building Thinking Classrooms: Non-Curricular Tasks	The purpose of this professional development experience is to create a space where teachers can explore and play with math. We will work on whatever our hearts desire, choosing from the non-curricular* tasks featured in Peter Liljedahl’s Building Thinking Classrooms book and other great tasks** from fellow FUHSD colleagues. After working through tasks, we will have time to share what we liked about the task, what we learned from the task, and what we might do if we were to facilitate the task with students!	LHS - 0

Career Technical Education (CTE)	CTE teachers and paraeducators gather to share successes and challenges, explore new resources, and strengthen collaboration. Participants receive an overview of CTE pathways, dual enrollment, grants, enrollment data, and model standards, along with presentations on web-based tools for work-based learning. Time is dedicated for pathway teams to connect and plan across the district. For 25-26, Counselors and College & Career Advisors joined teachers for the PD.	LHS - 4
Coaching Skills for Leaders	This course helps leaders develop coaching skills to support educator growth within FUHSD. Participants will cultivate a coaching mindset and gain tools for equity-focused inquiry. The course is structured for participants to: Practice coaching in a supportive environment, Learn when and how to use different coaching stances, Build trust with colleagues, Reflect on and set goals for their own coaching practice	LHS - 2
Courageous Leaders	Courageous Leaders supports participants in exploring how to use effective mechanisms and create the conditions needed for healthy collaboration and strong adult and student learning. Across the sessions, we will examine organizational tools, protocols, and structures, as well as the inclusive, safe, and trusting conditions that enable teams to work together toward high levels of learning for all.	LHS - 0
Critical Thinking	One of the most important critical thinking skills is Inductive reasoning. It involves making general conclusions based on specific evidence. It helps students recognize patterns, make predictions, and analyze real-world problems. Critical thinking also means students asking "juicy" open-ended questions that encourage exploration. In this session, teachers explore an approach called "Question Formation Technique" (QFT) for students to generate their own questions, including ones that encourage inductive reasoning	LHS - 3
ELPAC Experiences	Staff learn about what our students experience with the Summative ELPAC and ways to incorporate "ELPAC-like" tasks into their classes.	LHS - 4
ELD Alignment All-Call	A dynamic professional development day focused on designing powerful, standards-based ELD instruction through thematic units, narrow reading units, and QTEL (Quality Teaching for English Learners) lesson design for vertical and horizontal alignment across the district	LHS - 2
Environmental Learning Playground (ELP)	This opportunity is designed for FUHSD teachers who are newer to incorporating environmental or climate themes into their curriculum and are looking for strategies, lesson ideas, and supportive collaboration to get started.	LHS- 6

Onward Book Club	Onward is a year-long, book-club–style course based on Elena Aguilar's work, focused on building emotional resilience in educators. Meeting monthly, participants will explore dispositions such as empowerment, courage, and trust through low-prep discussions and engaging activities aligned to each month's chapter.	LHS - 4
Queer Affinity Family	Using a Queer Educators in Community framework, this affinity professional development creates supportive, responsive spaces for learning and healthy career growth within a marginalized community. Participants will engage in small- and whole-group community building, self-reflection, and written responses to critical questions, with emphasis on intersecting identities, shared experiences, recognizing heteroprofessionalism, and strengthening agency.	LHS - 2
Racial Affinity Group (BIPOC)	An affinity group is a community built around a shared identity, acknowledging the diversity of experiences that come from intersecting identities. In FUHSD, staff of color have expressed feeling isolated and lacking spaces to process experiences related to their racial identities. A racially based affinity group will provide space for reflection, community building, and support—helping staff of color thrive and strengthen their capacity to serve students and families.	LHS - 2
Sexual Orientation, Gender Identity and Expression (SOGIE)	This R.I.S.E. training builds the knowledge needed to Recognize, Intervene, Support, and Empower LGBTQ+ youth. The SOGIE workshop introduces key terms and concepts, examines challenges faced by LGBTQ+ students, guides supportive responses when students come out, and outlines actions to advocate for safer, more inclusive spaces. Participants will also learn how to access FUHSD's LGBTQ+ policies, practices, and forms.	LHS - 3
UDL Now	The UDL Now! book club introduces teachers to Universal Design for Learning through Katie Novak's practical strategies for supporting all learners. The book highlights the connection between UDL and equity, the power of voice and choice, and proactive planning to reduce barriers. By centering UDL, teachers continuously refine their practice to ensure high levels of learning for every student.	LHS - 0
UDL in Math	Universal Design for Learning (UDL) is a framework that provides equitable access to powerful learning to all students by offering multiple ways to engage with content, represent information, and express their understanding. When teachers implement UDL, they attend to learners at the margins rather than "typical" students, which enables them to design tasks, lessons, and classrooms that provide students with access to meaningful, challenging, inquiry-based math learning experiences.	LHS - 0

FUHSD LCAP Goal #1

Sustain generally high student performance while ensuring high levels of learning from every student as evidenced by graduation rate, achievement of A-G requirements, performance on the CAASPP.

Lynbrook High School WASC Goal	All students will have access to and be supported by a continually reviewed and effective system of interventions.
Lynbrook High School Target	● Review with staff the SAT process and the resources at Lynbrook to support students. ● Review interventions available to students with staff. ● Continue to publicize peer tutoring and homework center in the Week Ahead email.

Data Presentation of LCAP Goal #1 - High School Achievement and Outcomes

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California State Assessment Results in ELA, Math, and Science

California Assessments of Student Performance and Progress (CAASPP) Results

The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school, during the 11th grade year and is also used as an indicator of college readiness by the California State University (CSU) system.

The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCO), and the California Department of Education. The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through CAASPP/EAP results. CAASPP/EAP scores are one of the multiple measures the CSU utilizes as an indicator of students' readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in general education English and/or mathematics college level courses upon entering the CSU. Students who score at the "Standard Met" (Level 3) performance level must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of "C-" or better. Students who score at the "Standard Nearly Met" (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported general education English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, High School coursework or high school grade point average, and college transfer coursework).

The CAASPP results are one of the measures reported on the California School Dashboard (www.caschooldashboard.org), an online tool that shows how schools are performing on state and local indicators that are included in California's school accountability system. The state indicators reported on the dashboard are: Academic (reported separately for English language arts (ELA), Math, and Science), English Learner Progress, Chronic Absenteeism, Graduation Rate, Suspension Rate, College/Career. Performance levels are reported in one of five color-coded performance levels. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. There are also student groups identified: English Learners (EL), socioeconomically disadvantaged students (SED), foster youth (FY), homeless youth (HY), students with disabilities (SWD), and racial/ethnic groups, including: African American/Black, American Indian/Native Alaskan, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or more races, and White. Students who do not report an ethnicity are included in the Two or More Races subgroup.

Table 1.1: Performance Levels on the Smarter Balanced Summative ELA and Math Assessments at Lynbrook High School, FUHSD, Santa Clara County, and California

Achievement Level	LYNBROOK		FUHSD		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	76.2%	78.8%	56.0%	56.8%	39.0%	30.1%	27.4%	14.2%
Standard Met (Level 3)	15.8%	13.9%	23.3%	16.7%	26.4%	17.0%	29.6%	16.3%
Standard Nearly Met (Level 2)	5.3%	3.9%	11.7%	10.9%	16.3%	17.2%	20.5%	20.9%
Standard Not Met (Level 1)	2.7%	3.4%	8.9%	15.6%	18.3%	35.7%	22.5%	48.6%

Source: https://caaspp-elpac.ets.org/caaspp/

Table 1.2: Smarter Balanced Summative English Assessment by Subgroup at Lynbrook High School

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
			OVERALL (+143.4/-6.1)	
			Asian (+153.9/-4.6)	
Subgroup *(Distance from Standard/Change from Previous Year)*				

Source: https://www.caschooldashboard.org/

Figure 1.1: 2025 Smarter Balanced Summative English Assessment by Subgroup at Lynbrook High School

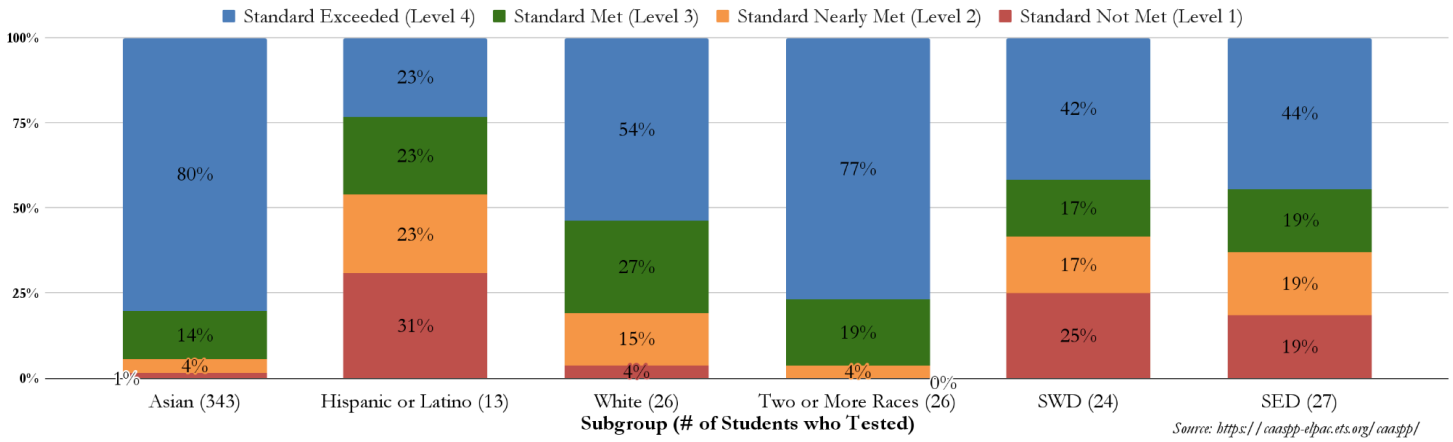


Figure 1.2: 3 Year Comparison (2022-2025) of Smarter Balanced English Assessment Performance at Lynbrook High School

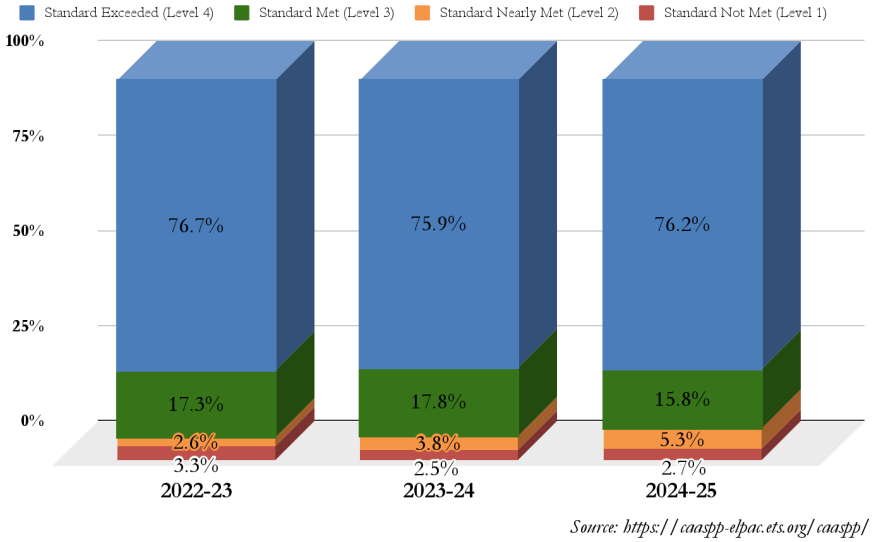


Table 1.3: Smarter Balanced Summative Math Assessment by Subgroup at Lynbrook High School

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
				OVERALL (+165/-0.3)
				Asian (+182.6/-1.5)
Subgroup *(Distance from Standard/Change from Previous Year)*				

Source: https://www.caschooldashboard.org/

Figure 1.3: 2025 Smarter Balanced Summative Math Assessment by Subgroup at Lynbrook High School

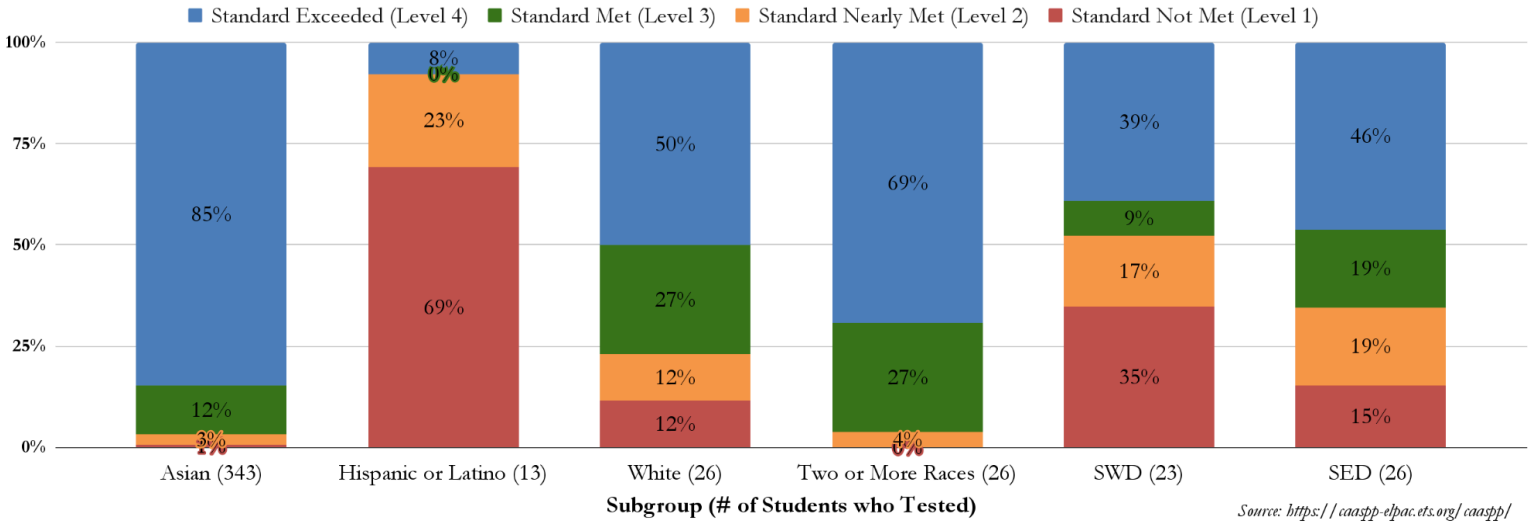
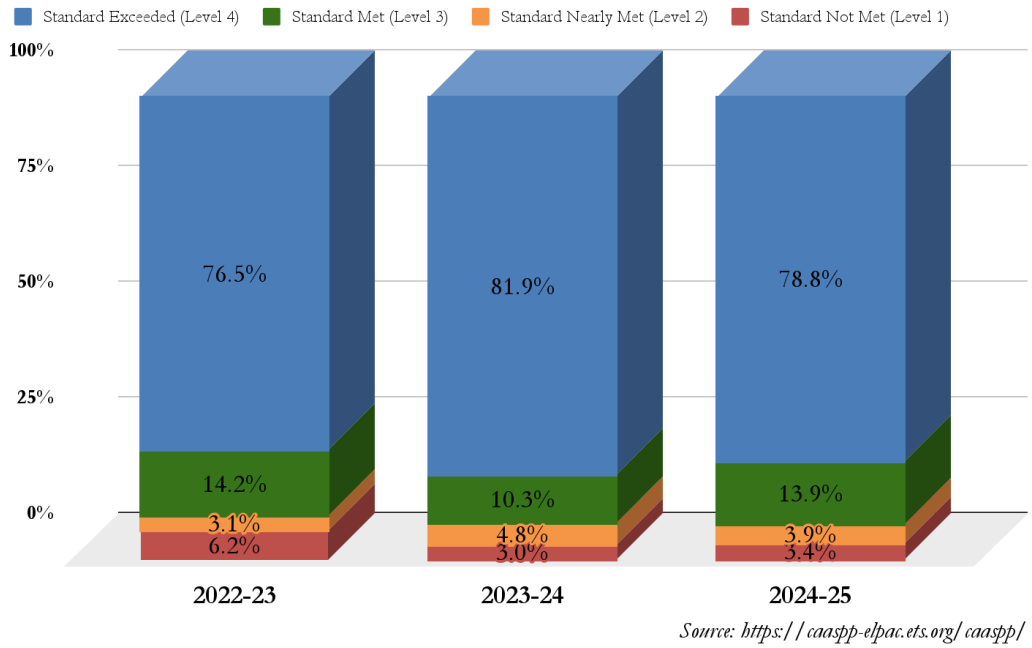


Figure 1.4: 3 Year Comparison (2022-2025) of Smarter Balanced Math Assessment Performance at Lynbrook High School



California Science Test (CAST) Results

The CAST is part of California's system of assessments called the CAASPP. The CAST measures what students know and can do using the California Next Generation Science Standards, which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world.

In July of 2024 the State Board of Education approved the Science Indicator on the Dashboard and results began to be displayed for LEA's, schools, and student groups. The 2025 results are the first year the CA Dashboard is showing colors for the Science Indicator based on students' performance on the test and the change from the previous years' students' performance.

Table 1.4: Performance Levels on the Smarter Balanced Summative Science Assessment at Lynbrook High School, FUHSD, Santa Clara County, and California

Achievement Level	Lynbrook HS	FUHSD	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	50.2%	35.3%	18.6%	8.6%
Standard Met (Level 3)	35.0%	31.7%	28.6%	24.0%
Standard Nearly Met (Level 2)	14.0%	28.5%	45.4%	57.4%
Standard Not Met (Level 1)	0.7%	4.5%	7.4%	10.0%

Source: https://caaspp-elpac.ets.org/caaspp/

Table 1.5: Smarter Balanced Summative Science Assessment by Subgroup at Lynbrook High School

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
				OVERALL (80.3/-1.4)
				Asian (82.2/-1.3)
Subgroup *(Science Points/Change from Previous Year)*				

Source: https://www.caschooldashboard.org/

Figure 1.5: 2025 Smarter Balanced Summative Science Assessment by Subgroup at Lynbrook High School

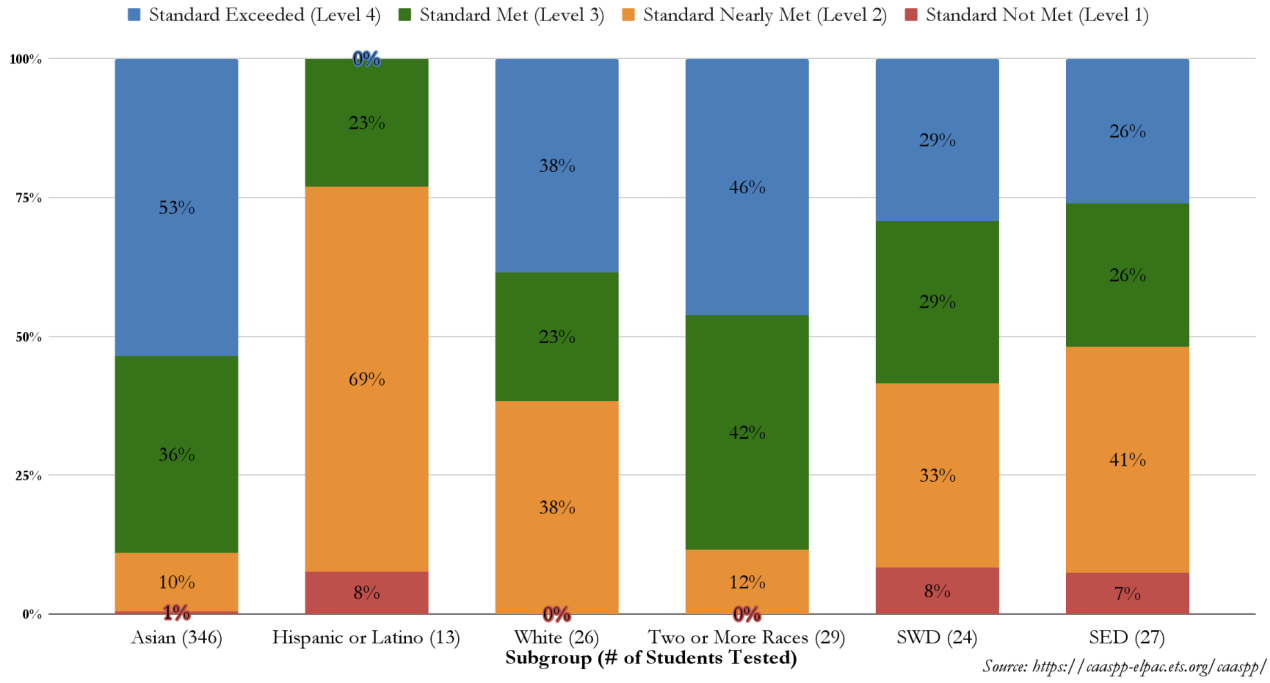
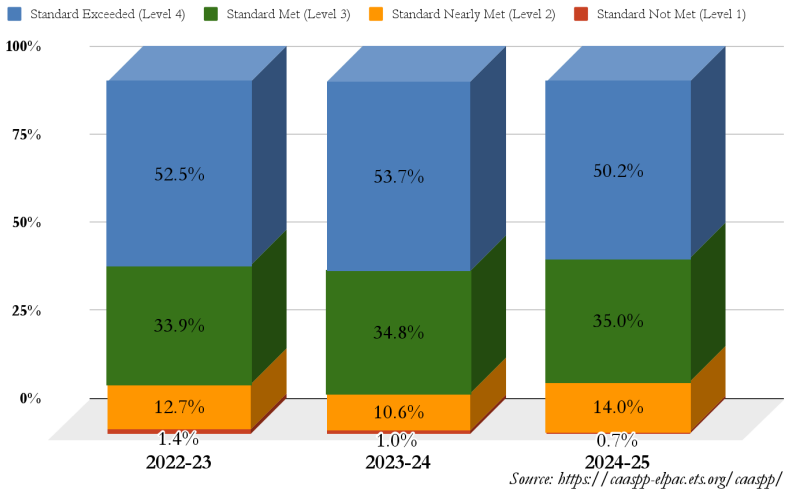


Figure 1.6: 3 Year Comparison (2022-2025) of Smarter Balanced Science Assessment Performance at Lynbrook High School



California State Assessment Results in ELA, Math, and Science Summary

In the area of **English Language Arts** assessment, CA School Dashboard results for the district are as follows:
2022-23 → Very Low: No Student Groups.
2023-24 → Very Low: EL (71.0 points below standard, declined 34.1 points), LTEL (97.7 points below standard, declined 54.2 points), and SWDs (95.1 below standard, declined 15.8 points).
2024-25 → Very Low: LTEL (97 points below standard, maintained 0.6 points).

In the area of **Mathematics** assessment, CA School Dashboard results are as follows:
2022-23 → Very Low: students who are Hispanic (117.7 points below standard; declined 18.9 points).
2023-24 → Very Low: Hispanic (122.4 points below standard; declined 4.7 points), LTEL (165.4 points below standard, declined 56.1 points), and SWD (155.5 points below standard, declined 14.8 points).
2024-25 → Very Low: No Student Groups.

In the area of **Science** assessment, CA School Dashboard results are as follows:
2022-23 → no performance categories published
2023-24 → no performance categories published
2024-25 → Very Low: No Student Groups

Site Summary -

- Lynbrook continues to score high in CAASPP ELA, Math, and CAST Science over the past three years showing stable longitudinal performance, and continues to perform significantly higher compared to CA state and district averages
- 92% of students met or exceeded standards in ELA
- 92.7% of students met or exceeded standards in Math
- 85.2% of students met or exceeded standards in Science
- Dropped from Blue to Green in the CA Dashboard for ELA due to a decline in 6.1 points compared to last year, but remain 143.4 points above standard
- Student subgroup data shows Asian and Two or More Races subgroups performing strongest in ELA, Math, Science
- ELA (increased 127.9 points, 51.5 points above standard compared to last year, 76.4 below standard in CA Dashboard), Math (increased 128.7 points in CA Dashboard). LTEL student group was too small

- SWD, SED, Hispanic/Latino subgroup performance remains lower compared to Asian, Two or More Races, and White
- SWD increased 63.5 points in ELA and 75.4 points in Math, suggesting that interventions are positively impacting student performance with case management, special education teacher pushing into general education class (currently Algebra I), specialized support classes, and tutoring
- Hispanic/Latino student group very small (13 students), scored comparatively with SWD and SED in ELA with 46% met or exceeded standard, however, significantly lower in Math (8% met or exceeded standard) and Science (23% met or exceeded standard). More attention needs to be focused in this area, targeted interventions with peer tutoring, Homework Center, teacher monitoring and counseling
- Continued review of intervention systems and Student Assistance Team (SAT) referrals for students who are struggling

English Learner Profile and Academic Progress

A student is considered an English Learner (EL) if there is a report of a language other than English on their registration form upon initial entry in a California school and who, upon initial assessment in California, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instruction program. The following section has the information about our English Learner's home languages spoken, their EL classifications, their performance on the English Language Proficiency Assessment of California (ELPAC), and our reclassification rates.

Home Languages

Our local community is composed of wonderful diversity, which is reflected in the primary languages spoken at home. Some of these languages represent our students who are English Learners (EL).

Table 1.6: Home Languages of English Learner Students at Lynbrook High School

Home Primary Language	ELL #	Fluent English Proficient #	Total # of EL and FEP Students	% Total Enrollment that is EL and FEP
Mandarin (Putonghua, Guoyu)	27	550	577	33.90%
Spanish; Castilian	6	15	21	1.23%
Japanese	4	26	30	1.76%
Turkish	3	5	8	0.47%
Korean	2	41	43	2.53%
Arabic	2	9	11	0.65%
Tamil	1	62	63	3.70%
Cantonese	1	58	59	3.47%
Kannada	1	22	23	1.35%
Russian	1	12	13	0.76%
Vietnamese	1	11	12	0.71%

Source: https://dq.cde.ca.gov/dataquest/

English Learner Classification and Reclassification Criteria

The California Department of Education uses the following definitions for English Learners.

English Learner "At-Risk" of Becoming a Long-Term English Learner (At-Risk): An EL student who has been enrolled in a U.S. school for four or five years, has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC, and for students in grades 3 to 9, inclusive, has scored

in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP - ELA. The assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above.

Long-Term English Learner (LTEL): An EL student who has been enrolled in a U.S. school for six or more years, has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC. For students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. The assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above.

Reclassified Fluent English Proficient (RFEP): At FUHSD, we use the summative ELPAC score of "Overall PL 4" to determine whether a student has met the ELP assessment criterion. The criteria used for reclassification in the Fremont Union High School District are the following: (1) Summative ELPAC Overall score of "4", (2) Final semester grades in academic classes of "C" or higher, (3) 9.0 grade equivalence in reading based on Gates McGinities or another district-approved reading assessment AND a passing score on a writing task, and (4) parental consultation/opinion.

Ever-EL: A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Table 1.7: English Learners at Lynbrook High School

School Year	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL (0-3 years)	At-Risk (4-5 Years)	LTEL (6+ Years)	EL (4+ Years, Not At-Risk or LTEL)			
2022-23	15	0	13	14	42	510	552
2023-24	16	1	13	19	49	509	558
2024-25	25	1	19	4	49	508	557

Source: https://dq.cde.ca.gov/dataquest/

Table 1.8: English Learners who are Dually Identified at Lynbrook High School

School Year	EL Total	Sped Total	Dually Identified Sped and EL (0-6 years)	Dually Identified Sped and LTEL (6+ years)
2022-23	42	139	3	4
2023-24	49	144	5	6
2024-25	49	129	0	7

Sources: https://dq.cde.ca.gov/dataquest/ and Calpads

English Language Proficiency Assessment of California (ELPAC) Results

Students who are designated English Learners and have not yet been reclassified take the Summative ELPAC annually as one measure of their English language development. The ELPAC measures how well English learners are progressing toward English language proficiency.

Table 1.9: Overall Performance Levels on the English Language Proficiency Assessment of California by English Learner Group

Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	-%	-%	-%	-%	--
EL in US > 1 yr	14.0%	23.3%	27.9%	34.9%	43
LTEL	29.4%	17.7%	23.5%	29.4%	17
All English Learners	13.0%	23.9%	30.4%	32.6%	46

Source: https://caaspp-elpac.ets.org/elpac/

English Learner Progress Indicator

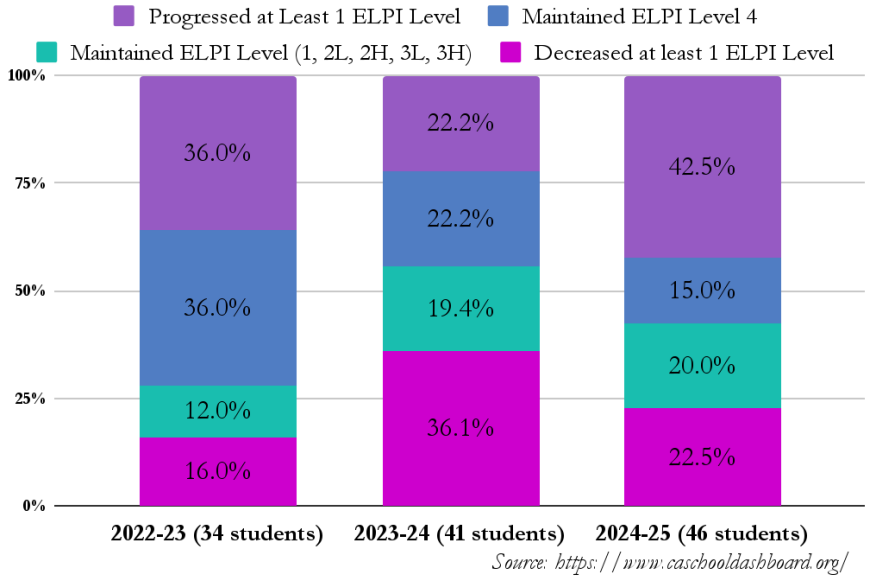
The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative Assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, "progress" is defined as a student who maintains a performance level 4 (highest possible) from the previous year or increases one or more performance levels. The charts below represent the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Fremont Union High School District earned a status level of "low" for the English Progress Indicator on the CA School Dashboard for the 23-24 school year.

Table 1.10: California Dashboard English Language Progress Indicator

Very Low Lowest Status	**Low**	**Medium**	**High**	**Very High** Highest Status
				OVERALL (57.5%/+13.1)
				EL (57.5%+13.1%)
Subgroup *(% Making Progress/Change from Previous Year)*				

Source: https://www.caschooldashboard.org/

Figure 1.7: 3 Year Comparison (2022-2025) of Students' English Language Acquisition Results on the Summative ELPAC at Lynbrook High School



Source: https://www.caschooldashboard.org/

Reclassification of English Learners

Reclassification of EL students is conducted on an annual basis each spring following the finalization of the fall term final grades. The reclassification rate is determined by the number of students reclassified divided by the prior year enrollment count.

Table 1.11: 3 Year Comparison of Reclassification Rates at Lynbrook High School

School Year	Percent of LHS Students Reclassified	Percent of EL Students at LHS Prior Year
2022-23	14.3% (6)	2.4% (42)
2023-24	19.1% (8)	2.4% (42)
2024-25	10.2% (5)	2.9% (49)

Sources: Calpads Reports (1.17, 2.4, 2.16)

English Learner Profile and Academic Progress Summary

For the **English Learner Progress Indicator**, CA School Dashboard results for the district are as follows:

2022-23 → Low: 44% of EL students making progress towards English language proficiency, which represents a 7.8% decline.

2023-24 → Low: 37.8% of EL students are making progress towards English language proficiency, which represents a 6.2% decline.

Very Low: For LTELs, 30.7% are making progress, which represents a 6.6% decline.

2024-25 → Low: No Student Groups

Very Low: No Student Groups

Site Summary -

- Significant increase with our overall English Learner progress (increased 13.1% in CA Dashboard and increased to Blue). Overall 57.5% of EL students made progress by scoring a 4 or increasing one level on the summative ELPAC.
- 63% of current EL students scored a Level 3 or 4 on the ELPAC (32.6% scored Level 4). 52.9% of current LTEL students scored a Level 3 or 4 on the ELPAC.
- Increase of 0-3 year EL students (15 to 25) and LTEL students (13 to 19) over the last three years.
- Fairly steady number of EL students (42-49), number of RFEP (508-510), and number of Ever-EL (552-558) over the past three years.
- Reclassification percentage rates fluctuated over the past three years (14.3% to 19.1% to 10.2% or 6 to 8 to 5 students).
- Number of EL students who have not reclassified within 4-5 years remain extremely low (0-1 student) over the past three years
- Dually identified EL/SWD are a very small number (3 to 5 to 0) over the past three years and are closely supported through coordinated Special Education and EL services with counselors and case managers
- Targeted supports include individualized academic progress monitoring with school counselors, case managers, ELD coordinators, EL program assistant, and alpha assistant principals
- Tier 1 interventions provided with STARR Peer Tutoring and Homework Center access for EL students
- Hiring part-time bilingual paraeducator to support students in ELD and Sheltered classes in Spring 2026 to provide more classroom support
- EL PLC regularly meets to continue refining targeted instructional strategies with academic supports and ongoing monitoring of student progress and interventions
- ELAC meetings provide EL families connection and community, also informs families on reclassification criteria and supports for EL students
- An EL student leadership group was created to plan and organize social events for EL students, such as Thanksgiving lunch, Halloween trivia, and Valentine's gathering

Graduation and A-G Completion Rates

Cohort Graduation Rates

California adopted the adjusted four-year cohort methodology to calculate graduation rates, consistent with federal guidelines, beginning with the Class of 2017. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 graduation rate indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2023-24. For the ACGR, a "regular high school diploma" is the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals.

Table 1.12: 3 Year Comparison of Cohort Graduation Rates by Student Group

Student Group	Class of 2023		Class of 2024		Class of 2025	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	353	99.2%	333	98.2%	342	98.8%
Hispanic or Latino	17	100.0%	17	94.1%	16	93.8%
White	30	93.3%	32	96.9%	22	86.4%
Two or More Races	26	92.3%	20	95.0%	21	90.5%
EL	--	--	13	84.6%	14	85.7%
SWD	30	76.7%	34	82.4%	34	73.5%
SED	37	91.9%	40	95.0%	50	94.0%
LHS All Students	**452**	**97.8%**	**437**	**97.7%**	**409**	**97.6%**

Source: https://www.caschooldashboard.org/

Table 1.13: California Dashboard Graduation Indicator by Subgroup

Very Low Lowest Status	**Low**	**Medium**	**High**	**Very High** Highest Status
	SWD (-8.8%)	**SED** (-1%)		**OVERALL** (-0.2%)
				Asian (+0.6%)
Subgroup *(Change from Previous Year)*				

Source: https://www.caschooldashboard.org/

Graduates Meeting UC/CSU A-G Course Requirements

Students must complete at least 15 courses in 7 content areas (a-g) with a "C" or higher to meet minimum UC/CSU eligibility requirements.

Table 1.14: 3 Year Comparison of Graduates Meeting UC/CSU Requirements by Student Group

Student Group	Class of 2023		Class of 2024		Class of 2025	
	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met
Asian	353	95.5%	333	93.4%	342	95.3%
Hispanic or Latino	17	52.9%	17	29.4%	16	37.5%
White	30	73.3%	32	75.0%	22	77.3%
Two or More Races	26	88.5%	20	85.0%	21	76.2%
EL	--	--	13	30.8%	14	64.3%
SWD	30	23.3%	34	29.4%	34	32.4%
SED	37	73.0%	40	65.0%	50	62.0%
LHS All Students	**452**	**91.2%**	**437**	**89.0%**	**409**	**90.7%**

Source: https://dq.cde.ca.gov/dataquest/

Graduation & A-G Completion Rates Summary

For graduation rates, CA School Dashboard results for the district are as follows:
2022-23 → Very Low: No Student Groups
2023-24 → Very Low: EL (73.8% graduated, declined 6%), Homeless (39.3% graduated, declined 37.2%), and students with disabilities (72.6% graduated, declined 8.9%)
2024-25 → Very Low: No Student Groups

Site Summary -

- Lynbrook has consistently had a very high graduation rate overall (98%) over the past three years, reflecting strong systems of academic monitoring and student support.
- Hispanic and SED student groups also have high graduation rate of 94%, EL with 86% graduation rate
- More attention and continued area of focus is needed for our SWD (73.5%) student group as graduation rate decreased 8.8% according to the CA Dashboard. Efforts have included Universal Design Learning (UDL) PD for Special Education teachers, and plans to expand PD to GenEd teachers next year, explore more push-in models, after school tutoring for Special Education students with paraprofessionals, Gateway course offering for credit recovery on site, modified grades in GenEd, increase of students receiving the Alternative Diploma (Mod/Severe ACT) as Certificate of Completion are counted as non-graduates
- Increase from 23.3% to 32.4% of SWD meeting UC/CSU A-G requirements over the last three years. Students also have access to vocational pathways, Culinary CTE pathway, Training for Transition course with job development/coaching and community college visits, on-campus businesses (smoothie shop), FUHSD Career, Vocational & College Fair, transition services
- Overall, 90.7% of Lynbrook graduates met UC/CSU A-G requirements. Asian student group had the highest UC/CSU A-G requirement rate of 95.3%.
- Despite a high graduation rate for our Hispanic student group (93.8%), only 37.5% met UC/CSU A-G requirements which indicates a continued need for early academic and course planning.
- SED student group UC/CSU A-G eligibility rate declined over the last three years (73% to 62%), though graduation rates remain strong for this group (94%).
- Lynbrook High School's students generally surpass the state averages in UC/CSU A-G eligibility across student groups, with exceptionally high performance among Asian students.
- Continued efforts in early and ongoing academic counseling and support for UC/CSU A-G eligibility for Hispanic, SED, EL, and SWD student groups and graduation rates for SWD.

Summary Analysis of Progress on LCAP Goal #1

Activities in Coordination with Metrics

- Overall, continuing to refine and strengthen early interventions (SAT process), increased communication with staff on referral for early intervention, student progress monitoring, MTSS - Tier 1 supports
- PLCs continue to refine common formative assessments (CFAs), common assessments, continued conversations about equitable grading practices, high quality Tier 1 instruction and guaranteed viable curriculum (GVC)
- Expanding visibility and communication of Tier 1 academic supports available - tutorials 3x/week, weekly promotion of STTAR Peer Tutoring and the Homework Center in Week Ahead emails to school community, use of Schoology, school website, counselor communication to ensure students and families are aware of available supports
- Efforts to support student achievement include peer tutoring programs, a well-publicized homework center, and structured interventions through the Student Assistance Team (SAT). Additionally, staff engagement in reviewing SAT processes and intervention resources further strengthens the support system for students at risk of underperformance.
- Lynbrook's support for English Learners aligns with our equity goals. Monthly EL department meetings monitor progress, and a significant improvement in the English Learner Progress Indicator suggests improvements in articulation and targeted interventions have resulted in an increase in student progress toward English language proficiency.
- Lynbrook remains committed to early intervention. The multi-tiered intervention system, including Engage and Special Education, demonstrates a proactive approach to academic

disparities. Refining these initiatives will continue to sustain high academic standards and ensure that all students succeed.

Overall Progress Towards the Goal

- Lynbrook continues to make progress in LCAP Goal #1 as demonstrated by exceptionally high academic performance and CAASPP/CAST scores compared to the state and district, continuously improving intervention systems to provide high levels of student support for all, success in ELA, Math, Science reflects strong Tier 1 instruction, PLC work, and student support structures that align with LCAP Goal #1 and WASC goals and action plan
- Socioeconomically disadvantaged students show some minor fluctuations in meeting UC/CSU A-G requirements and graduation rates, indicating more attention for college readiness support for SED and McKinney-Vento services, including school counselor check-ins

Updates of WASC Action Plan Related to LCAP Goal #1

- Lynbrook High School continues to make substantial progress toward LCAP Goal #1, which aims to sustain high student performance and learning evidenced by graduation rate, A-G eligibility and CAASPP performance. In alignment with LCAP Goal #1, Lynbrook's WASC Action Plan Goal #3 is for all students to have access and be supported by a continually reviewed and effective system of interventions.
- Lynbrook has a comprehensive multi-tiered system of supports (MTSS) of interventions that are continuously reviewed every grading period and regularly with our Interventions Team. Tier 1 supports are universally accessible to all students, with Tier 2 and 3 interventions available for students who may need more support.
- An additional Tier 1 support on the horizon is the highly anticipated opening of our Wellness Space in the 2026-27 SY. Currently, Lynbrook is the only site in FUHSD that does not have a Wellness Space and this 2025-2026 SY has been a planning year to thoughtfully design a space that will be accessible to all Lynbrook students next year.
- Tier 1 supports include:
    - Tutorial - Dedicated time on M/W/F designed to meet various student needs. Students may meet with teachers, get help on assignments, work in groups, etc. LHS has one closed tutorial - students are required to be in a classroom on Mondays and two open tutorials where students can be in classrooms or designated areas on the campus interior.
    - Homework Center - The after-school program is open 3 days a week, where students can work alone or in groups, access library resources, and access tutor support. The part-time Peer Tutorial Assistant is a classified employee.
    - Make-up Test Center - The after-school program is designed to allow flexibility for making up or finishing a test in a quiet environment that is proctored by a staff member. It is open two afternoons a week.
    - STTAR Peer Tutoring - The peer-to-peer tutoring program is designed to match tutor/tutee for regular and ongoing help. The Peer Tutorial Assistant manages this program. The tutors are members of the National Honor Society.
    - Transcript Review; Credit Recovery; Progress Report/DFI - School counselors and alpha APs review transcripts and progress reports/DFI lists throughout the year. Graduation status and UC/CSU eligibility are carefully reviewed for all seniors by both the designated assistant principal and school counselor in the summer before students start 12th grade and again at the end of the first semester.
    - Attendance Monitoring/Tardy Detention - Attendance tech works with APs to monitor student attendance. Habitually tardy students are contacted by the Student Conduct Liaison and Assistant Principal. Parents are also contacted and notified.
    - SAT (Student Assistance Team) - This team of school employees works together to support students who are identified as "at risk" by parents, teachers, or other staff. SAT meets weekly to explore possibilities and strategies to best meet the academic or social-emotional needs of referred students. The team is comprised of a school

psychologist, school counselors, attendance specialist, student conduct liaison, Special Education lead resource specialist, general education teacher, and assistant principals.
    - School Based Therapist/Wellness Form - Support the mental health of students. Students are seen by appointment and drop-in.
    - School Counselors - All students can access school counselors through drop-ins or appointments. School counselors visit classrooms at each grade level at least twice a year.
    - Schoology/RMT/Guidance Communication - School-to-home communication tools used by staff to support all students
    - Staff Collaboration/PLC/PD - Staff and departments meet regularly to discuss curriculum, align assessments/grading, equitable grading, and how best to support struggling students. Teachers review grade distribution and DFI data at the end of each grading period.
- The 504 Process was revamped to integrate with SIRAS, the current system used for IEPs. Recently, the middle schools migrated to SIRAS for 504s. This improvement will ensure that students are quickly identified when they move from middle school. There are 45 students with 504 accommodations at Lynbrook.
- The Student Assistance Team (SAT) meets twice a month to review students on their caseload and process new referrals.
    - As of February 6, 2026, SAT received 29 referrals this school year.
    - 15 cases have been closed with the following results:
        - Tier 2: 8 (alpha team intervention was enough)
        - Tier 3: 1 (Ed Ops/outside support)
        - Tier 3: 3 (504 Plan)
        - Tier 3: 3 (SPED Assessment)
    - 14 cases remain open:
        - Received Tier 3: 0 (In the process of a Sped Assessment)
        - Received Tier 2: 14 (focused alpha team intervention)

FUHSD LCAP GOAL #2
All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers, as evidenced by metrics associated with least restrictive environment, Advanced Placement, college and career readiness.

Lynbrook High School WASC Goal	All students will have an equitable grading experience.
Lynbrook High School Target	• Confirm a common understanding of Equitable Grading with staff • Monitor implementation progress of Equitable Grading practices • Continue to have PLCs review grade distributions across classes of the same course at each grading period.

Data Presentation of LCAP Goal #2 - Access to College- and Career-Ready Curriculum

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College and Career Preparation

College and Career Readiness Indicator

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. To calculate the CCI, students are assigned to one of three levels (prepared, approaching prepared, or not prepared), based on the highest benchmark measures that they met. The percentage of the senior year cohort who graduated "prepared" for college and career are included in the current year's data. A dashboard color is then assigned based on the current year's data with the change in status from the previous year.

Table 2.1: California Dashboard College and Career Indicator by Subgroup

Very Low Lowest Status	**Low**	**Medium**	**High**	**Very High** Highest Status
		SED (66%/-4%)	**SWD** (39.4%/+7%)	**OVERALL** (92.9%/+1.6%)
				Asian (97.1%/+1.6%)
Subgroup *(Prepared %/Change from Previous Year)*				

Source: https://www.caschooldashboard.org

Least Restrictive Environment

Least Restrictive Environment (LRE) is the requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with students who are nondisabled. Special classes, separate schooling, or other removals of students with disabilities from the regular educational environment occur only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Table 2.2: Special Education Enrollment by Program Setting

School Year	Special Education Enrollment	Regular Class 80 % or More of the Day	Regular Class 40 to 79% of the Day	Regular Class 39% or Less of the Day	Separate School & Other Settings
2022-23	132	45.50%	42.40%	12.10%	0.80%
2023-24	144	42.40%	42.40%	15.30%	0.00%
2024-25	129	38.00%	50.40%	11.60%	0.00%

Source: https://dq.cde.ca.gov/dataquest/

Advanced Placement (AP) Exams and Course Enrollment

Table 2.3: 3 Year Comparison of Performance on Advanced Placement Tests

AP Tests	2022-23	2023-24	2024-25
# of AP Test Takers	1,071	1,109	1,099
Total # of Exams Taken	2,876	3,017	3,021
% of Scores 3 or Greater	90%	93%	93%

Source: www.collegeboard.org

Table 2.4: 3 Year Comparison of Advanced Placement Course Enrollment by Subgroup

Student Subgroup	2022-23			2023-24			2024-25		
	# Stu	Total Cohort	% of Subgroup	# Stu	Total Cohort	% of Subgroup	# Stu	Total Cohort	% of Subgroup
African American	1	6	16.7%	2	6	33.3%	1	6	16.7%
Amer. Indian or Alaska Nat.	1	3	33.3%	1	4	25.0%	2	11	18.2%
Asian (incl. Filipino)	848	1,438	59.0%	859	1,434	59.9%	848	1,419	59.8%
Hispanic	13	65	20.0%	9	69	13.0%	8	61	13.1%
Pacific Islander	4	6	66.7%	2	2	100.0%	1	1	100.0%
White	42	120	35.0%	31	104	29.8%	33	95	34.7%
Two or More Races	43	95	45.3%	40	93	43.0%	45	103	43.7%
EL	1	29	3.4%	8	38	21.1%	11	48	22.9%
SWD	15	125	12.0%	7	130	5.4%	13	123	10.6%
SED	29	90	32.2%	38	110	34.5%	47	126	37.3%
All Students (Unduplicated)	952	1,733	54.9%	944	1,712	55.1%	938	1,696	55.3%

Source: Reports from Student Information System (Infinite Campus)

Scholastic Achievement Test (SAT) Results

Table 2.5: 2 Year Comparison of Performance Levels on the Scholastic Achievement Test (SAT) at Lynbrook High School, FUHSD, and California

SAT Results	LHS		FUHSD		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Number of Test Takers	668	527	3,014	2,414	138,829	173,967
Read & Write Mean	680	688	658	661	555	572
Math Mean	727	723	698	696	556	560
Overall	**1,406**	**1,411**	**1,357**	**1,358**	**1,118**	**1,132**

Source: www.collegeboard.org

College and Career Preparation Summary

Site Summary -

- Increased from Green to Blue overall on the CA Dashboard under the College and Career Indicator from last year with 92.9% of Lynbrook students demonstrating readiness for college and career
- Continued disparity between student groups. SWD readiness increased by 7% compared to last year, but need to continue efforts

- More focus on our SED students needs to be continued as there was a decrease of 4% in CA Dashboard College and Career Indicator. Efforts include early 4-year high school course planning and post-secondary goal setting with school counselors, career inventory, Naviance, monthly newsletters including College/Career Tip of the Month, details about fee waivers for college applications and SAT/ACT, CCC Scholarship interest form to match appropriate financial aid opportunities, and opportunity for students to complete a Special Program Interest Form to learn about programs relating to low-income families and first generation college bound
- Despite declining enrollment, number of AP test takers and the percentage of passing scores have remained fairly steady, but the number of AP exams taken have increased 145 tests over the last three years.
- High pass rate of AP exams with 93% of scores being a 3 or higher
- Number of SWD taking an AP course doubled in the last year from 7 to 13 students, but still only 10.6% enrolled in an AP course
- Number of EL students taking an AP course has increased from 3.4% to 22.9% over the last three years
- Asian students remain the most enrolled ethnic group across all AP subjects
- Slight increase in participation in AP courses from SWD (5.4% to 10.6%), EL (21.1% to 22.9%), and SED (34.5% to 37.3%) student groups; Hispanic participation remained steady (13% to 13.1%), and African American participation in AP courses decreased by the difference of one student (33.3% to 16.7%), although overall representation in these student groups remain lower
- Lynbrook's overall average SAT score for 2024-25 is 1411, which is higher than both FUHSD average of 1358 and CA state average of 1132
- Lynbrook's reading, writing, and math mean SAT scores are higher than FUHSD mean scores and CA state mean scores in these categories
- School counselors and college and career advisors at Lynbrook help students navigate Naviance to ensure they know the particular admissions requirements of the colleges they are applying to.
- Additional college and career efforts include various community college and transfer to four-year university workshops offered to students during tutorials, Financial Aid Night guest speaker with information on navigating the FAFSA, Fall College Info Night for 10th and 11th graders with representatives from public and private universities and local community colleges, Spring Special Topics Night for understanding college application process for students on a visa

Postsecondary Outcomes

Postsecondary Enrollment Persistence and Graduation

Post-secondary program data is made available to us through different sources, including the National Student Clearinghouse. For this resource, our graduate data is matched against enrollment records of participating postsecondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included. We continue to monitor the data annually, which shows a general trend of the majority of our students entering post-secondary institutions within 2 years immediately following high school.

Figure 2.1: 5 Year Comparison of Students Entering Postsecondary Institutions Any Time During their First Two Years After High School

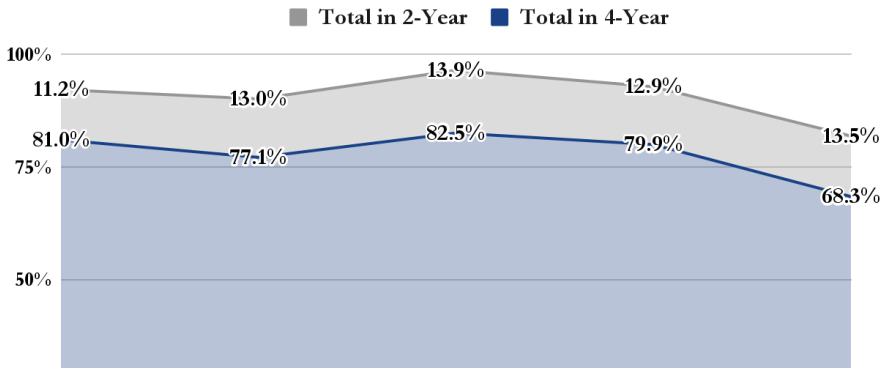


Table 2.6: Trends in College Enrollment, Persistence, and Graduation

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
Enrolled within 1st year	89.5%	91.8%	90.6%	91.3%	91.6%	92.6%	92.5%	81.8%
Persisted 2nd year	88.9%	89.9%	89.2%	89.2%	88.7%	88.5%	-%	-%
Graduated (as of 24-25)	85.1%	86.0%	82.3%	73.5%	11.3%	2.2%	-%	-%

Source: www.studentclearinghouse.org

Postsecondary Outcomes Summary

Site Summary -

- A high percentage of Lynbrook graduates enroll in college within their first year after high school graduation and the persistence rate (89% across multiple cohorts in Classes 2018-2023) continuing into the second year of college is also strong. This indicates Lynbrook has a strong college-going and college-preparedness culture.
- Longitudinal data across multiple graduating classes (2018-2024) show approximately 90-93% of Lynbrook graduates enroll in a postsecondary institution within one year after graduating high school.
- College completion rates appear to be significantly higher than the national average. The data from graduating classes shows consistent college success trends (82-86% college completion in classes 2018-2020). *Source: https://www.studentclearinghouse.org/about/*
- The Class of 2025 first year college enrollment figures are lower than those of previous cohorts. Because this metric reflects the percentage of students who enroll within their first year after high school, it is expected that these figures will continue to increase over the course of the year. We are not yet through the full first year following graduation for this class (class of 2025), and additional students may enroll as the year progresses.

Summary Analysis of Progress on LCAP Goal #2

Activities in Coordination with Metrics

- Through continued targeted interventions and a comprehensive multi-tiered systems of support, Lynbrook supports EL learners, socioeconomically disadvantaged students, and foster youth. The work PLC teams led to continuously improve equitable grading practices benefits all students.
- Ongoing academic advising and postsecondary planning supports contribute to high college going and persistent rates. Counselors assist with college application preparation, ensuring students navigate evolving admission requirements. Alignment with rigorous coursework, equitable grading practices and academic preparation supports long-term postsecondary persistence. Despite these efforts, Hispanic, SWD, and EL students remain underrepresented in AP courses.

Overall Progress Towards the Goal

- Lynbrook High School continues to advance LCAP Goal #2, ensuring access to a rigorous curriculum that prepares students for college and career. SAT scores remain higher than district and state averages in Reading, Math, and overall mean scores. AP participation remains high, with a steady pass rate of 93% of tests scoring a 3 or higher the past two years. However, enrollment disparities persist, with Hispanic (13.1%), SWD (10.6%), and EL (22.9%) students underrepresented in AP courses. Post-secondary enrollment remains significantly steady for

students entering postsecondary institutions within their first year after high school and continuing into their second year.
- Lynbrook's high AP enrollment and AP exam success demonstrates access to rigorous and GVC for students. Growing participation among SED, EL, and SWD students support school and district goals around equitable access.

Updates of WASC Action Plan Related to LCAP Goal #2

- Lynbrook High School continues to make substantial progress toward LCAP Goal #2, which aims for all students to have access to a guaranteed and viable curriculum. In alignment with LCAP Goal #2, Lynbrook's WASC Action Plan Goal #2A is for all students to have an equitable grading experience.
- Monthly staff professional development for the 2025-26 SY provided opportunities for teachers to learn more about AI in education and the classroom, along with diving in deeper with ethical considerations and educational philosophies to ground the work. Ongoing staff PD with focus on equity to align grading practices reflect student learning. The focus on strengthening instructional practices directly support students' college and career readiness. Teachers engaged in learning around responsible and effective use of AI in education, with ethical considerations to ensure students develop critical thinking, adaptability and digital literacy skills beyond high school.
- Regular PLC/Collaboration meetings allow for continuation in refining curriculum in course-alike teams, examine and adjust equitable grading practices, develop and refine common assessments and rubrics, improving learning for students.
- PLCs continue to refine CFAs, common assessments, continued conversations about equitable grading practices, high quality Tier 1 instruction and GVC. This work ensures grading practices accurately reflect student learning and grades reflect mastery of standards and skills. PLCs analyze student work, strengthen Tier 1 instruction and work to respond to learning gaps so that all students are prepared for college and career success.
- Department Leads and PLCs review grade distributions across sections at every progress report in support of equity, transparency, and work towards consistency in grading practices.
- Prioritize a student-centered course scheduling process and implement Build Days for Singleton/Doubleton courses to ensure equitable access for SWD and EL students

FUHSD LCAP GOAL #3

Every student will feel safe, cared about, and both academically and socially engaged in school, as evidenced by the CA Healthy Kids Survey (CHKS), suspension and expulsion rates, attendance and absenteeism.

Lynbrook High School WASC Goal	All students will increase their understanding of how social and emotional issues impact their physical and mental health so they can learn and apply skills to improve and maintain their well-being.
Lynbrook High School Target	• Continue implementation of Districtwide Wellness Advisory Lessons • Continue to review the CA Healthy Kids Survey data to learn more about our students & share it with staff • Develop site-specific approaches to deal with issues highlighted in the survey • Establish a site Wellness Committee • Ensure that LHS is represented on the FUHSD Wellness Committee

Data Presentation of LCAP Goal #3 - Safe, Supportive, and Engaging School Environment

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Student Behavior and Discipline

These tables and figures show the annual suspension and expulsion rates by Ethnicity, Program Subgroup, and Academic Year. They include the total number of suspensions and expulsions, as well as the unduplicated count of students involved in one or more incidents that led to suspension or expulsion. An incident refers to one or more students committing one or more offenses at the same time and date. Expulsion counts include all expulsions, even if the term was shortened or enforcement was suspended.

While most state indicators on the California Dashboard have the desired outcome as a high percentage of performance and increase from the previous year, the suspension indicator is a reverse indicator. Progress is evidenced by a decline in rate. Therefore, to show progress, a school is trying to have a low rate of suspension and a decline in rate from the previous year.

Table 3.1: 3 Year Comparison of Expulsions at Lynbrook High School and FUHSD

School Year	Cumulative Enrollment	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2022-23	1,759	0	0.0%	0.04%
2023-24	1,744	0	0.00%	0.01%
2024-25	1,731	1	0.10%	0.02%

Source: https://dq.cde.ca.gov/dataquest/

Table 3.2: 3 Year Comparison of Students with One or More Suspensions by Subgroup

Student Group	2022-23			2023-24			2024-25		
	# total cohort	# of students	%	# total cohort	# of students	%	# total cohort	# of students	%
Asian	1,391	7	0.5%	1,395	8	0.6%	1,394	3	0.2%
Hispanic or Latino	69	5	7.2%	72	3	4.2%	67	1	1.5%
White	121	2	1.7%	113	1	0.9%	100	0	0.0%
Two or More Races	155	2	1.3%	145	3	2.1%	140	0	0.0%
EL	46	3	6.5%	55	4	7.3%	55	1	1.8%
LTEL	--	--	--%	25	3	12.0%	19	0	0.0%
SED	93	2	2.2%	121	4	3.3%	142	2	1.4%
SWD	151	9	6.0%	154	5	3.2%	149	1	0.7%
All Students	**1,759**	**17**	**1.0%**	**1,744**	**16**	**0.9%**	**1,731**	**4**	**0.2%**

# of students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate.

Source: https://dq.cde.ca.gov/dataquest/

Table 3.3: California Dashboard Suspension Indicator by Subgroup

Very Low High rate of suspension and/or increase from previous year	**Low**	**Medium**	**High**	**Very High** Low rate of suspension and/or decline from previous year
			Hispanic (-2.7%) **EL** (-5.5%) **SED** (-1.9%) **SWD** (-2.6%)	**OVERALL** (-0.7%) **Asian** (-0.4%) **Two or More Races** (-2.1%) **White** (-0.9%)
Subgroup *(Change from Previous Year)*				

Source: https://www.caschooldashboard.org/

Student Behavior and Discipline Summary

The District Campus Climate team meets monthly. Topics of discussion include alignment of intervention and discipline responses across school sites/programs and professional development for the Student Conduct Specialists (this year focusing on best practices for investigations). One area of focus is on disproportionate rates of suspension. For the suspension indicator, CA School Dashboard results for the district are as follows:

2022-23 → Students who had a very high rate of suspension and increased from the previous year districtwide were: homeless (11.9% suspended at least one day, increased 1.6%) and students who are American Indian (13.5% suspended at least one day, increased 13.5%).

2023-24 →Students who had a high rate of suspension and increased from the previous year districtwide was: Pacific Islander (10.8% suspended at least one day, increased 4.8%).

2024-25 → No Student Groups

Site Summary -

- Extremely low expulsion and suspension rates over the last three years for all students. Expulsions remain rare with zero expulsions in the two of the past three years and only one expulsion (0.1%) in 2024-25
- Suspension rates declined over last three years even with such low suspension rates affecting 1% or less of students over last three years (decrease from 1% in 2022-23 to 0.2% in 2024-25)
- Overall decline of suspension rates from previous year along with a decline in all our student groups and noted improvement in the CA Dashboard to blue. Decline in suspension rates for Hispanic (-2.7%), EL (-5.5%), SED (-1.9%), SWD (-2.6%).
- Lynbrook fosters a positive, well-disciplined and respectful environment, with most students demonstrating exemplary behavior. While occasional student behavioral incidents occur, they are rare and typically involve non-violent offenses.
- Lynbrook's commitment to student well-being and supportive academic culture is reflected in these outstanding discipline statistics, highlighting a safe and respectful learning environment.

Chronic Absenteeism

The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar.

Table 3.4: 3 Year Comparison of Chronically Absent Students at Lynbrook High School

Student Group	22-23		23-24		24-25	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
American Indian or Alaska Native	--	--%	--	--%	11	9.1%
Asian	1,390	3.4%	1,394	4.5%	1,390	5.0%
Filipino	--	--%	--	--%	12	8.3%
Hispanic or Latino	67	28.4%	71	29.6%	64	28.1%
White	121	15.7%	110	17.3%	98	17.3%
Two or More Races	90	7.8%	89	11.2%	99	12.1%
EL	46	15.2%	54	13.0%	55	16.4%
SWD	149	30.9%	151	32.5%	146	41.4%
SED	92	19.6%	120	21.7%	139	19.4%
All Students	**1,755**	**5.6%**	**1,738**	**6.8%**	**1,721**	**7.1%**

Source: https://dq.cde.ca.gov/dataquest/

Chronic Absenteeism Summary

Site Summary -

- Overall chronic absenteeism rate remains relatively low overall, however, there has been an increase of overall chronic absenteeism over the last three years by 1.5% from 2022-23 to 2024-25.
- SED student chronic absenteeism data shows slight decline from 21.7% to 19.4% in one year
- Particularly concerned with chronic absenteeism rates with SWD (41.4%) and Hispanic/Latino (28.1%) student groups
- Students with Disabilities chronic absenteeism rate has increased over the last three years by 10.5% which is a significant concern
- Asian students have consistently lower absenteeism rate (5%) compared to other student groups
- While overall chronic absenteeism has slightly increased by 1.5% over the past three years, specific student subgroups experience higher rates of chronic absenteeism. The Chronic Absenteeism Intervention (CAI) team, comprising our attendance tech, student conduct liaison, counselors, case managers, LRS, and assistant principals work closely to support and follow up with students who are chronically absent.
- A Google Sheet is created by the attendance tech and shared with the CAI team regularly to track chronically absent students and record the interventions and actions taken.
- Some chronically absent students are enrolled in the Voyager program and have a history of school avoidance. Staff are sensitive to the social-emotional needs of students and work with families and the students to develop plans that address the core issues that act as barriers to consistent attendance.
- The importance of attendance and proper absence reporting is communicated in the Week Ahead to families and students throughout the year.
- Addressing chronic absenteeism supports the goal of school connectedness and ensures that every student feels safe, cared for, and belongs.

California Healthy Kids Survey (CHKS) Results

The California Healthy Kids Survey (CHKS), created by the California Department of Education (CDE), is an important tool used to help guide District efforts to promote better health and well-being among our students and improve the school learning environment. The survey gathers information on developmental supports provided to students; school connectedness and barriers to learning; school safety; health-related concerns; risk of depression and suicide; and protected class identifiers such as sexual orientation and gender identity.

The survey is voluntary, anonymous, and confidential. The results are based on responses from 9th and 11th grade students and do not reflect any indicator if less than 50% of students or less than 15 respondents per grade level provided data.

Prior to administration in January 2023 the District had been utilizing other surveys and last administered CHKS during the 2009-2010 school year. The return to CHKS was in connection to participating in Tobacco Use Prevention Education through the Santa Clara County Office of Education and acknowledging the increase of survey items in the areas of mental health and wellness. Since 2007 a District Wellness Council composed of a diverse group of students, parents, teachers and staff, administrators, and community members has been in place. The Council utilizes scientific research, case study, and survey information to inform district direction for student wellness. Through their guidance, the following areas have been identified to target - meaningful participation in school, caring adult relationships, school connectedness, and school safety.

Table 3.5: 3 Year Comparison of Responses to the California Healthy Kids Survey at Lynbrook High School

Average Percentage of Students Reporting "Pretty Much True" or "Very Much True"			
Indicator	**2022-23**	**2023-24**	**2024-25**
Meaningful Participation in School	28%	29%	35%
Caring Adults in School	57%	N/A	62%
Average Percentage of Students Reporting "Agree" or "Strongly Agree"			
Indicator	**2022-23**	**2023-24**	**2024-25**
School Connectedness	68%	69%	71%
Average Percentage of Students who Reported Feeling "Safe" or "Very Safe" at School			
Indicator	**2022-23**	**2023-24**	**2024-25**
School Safety	89%	87%	87%
Percentage of Students Reported Not Being Victimized			
Indicator	**2022-23**	**2023-24**	**2024-25**
Low Violence Victimization	89%	88%	90%
No Harassment	85%	83%	85%
No Mean Rumors	84%	82%	85%
No Fear of Getting Beaten Up	96%	96%	95%

Source: https://calschls.org/reports-data/

CHKS Summary

Site Summary -

- Increase in students reporting meaningful participation in school from 29% to 35% and caring adults in school from 57% to 62% demonstrates continued progress in school efforts in student purpose and belonging with relationship-building and support systems.
- Other indicators remain fairly steady over the past three years in school connectedness, school safety, low violence victimization, no harassment, no mean rumors, and no fear of getting beaten up. Student responses score high in these indicators showing most students feel safe at school.
- Consistent high levels of perceived safety and low levels of victimization over the past three years.

Summary Analysis of Progress on LCAP Goal #3

Activities in Coordination with Metrics

- Regular review and sharing of CHKS and discipline data with staff and the school community reflects a culture of reflection and continuous improvement

- Continued implementation of Wayfinder activities across campus for students and staff
    - teacher professional development and modeling in all staff meetings
    - August PD: Tools for Student Support: Wayfinder 2nd year Training with Focus on Academic Alignment and Integration

Overall Progress Towards the Goal

- Lynbrook continues to make significant progress toward LCAP Goal #3 and ensuring students feel safe, cared for, and engaged academically and socially.
- School maintains exceptionally low expulsion and suspension rates of less than 1% over the last three years. Indicates students experience Lynbrook as a safe, supportive and engaging school environment.
- Chronic absenteeism remains an area of concern, particularly among Hispanic/Latino students (28.1%) and SWD (41.4%). Continued attendance interventions are connected to student awareness of how social-emotional factors impact overall wellbeing.
- CHKS data reflects a strong sense of school connectedness (71%), school safety (87%), low violence victimization (90%), no harassment (85%), no mean rumors (85%), and no fear of getting beaten up (95%). The data also shows an increase of student perception of caring adults in school (57% to 62%) and meaningful participation in school (28% to 35%) over the last three years. These indicators require continued efforts schoolwide.
- New EL Leadership Group established this year to plan EL social events throughout the school year. Social events included Thanksgiving potluck, Valentine's activity, and more to help build community and belonging. Increase and intentional representation of EL students with various school groups including Equity Task Force, Student Voice, Legislative Council and ASB going to EL classes to gather input and share upcoming school events. EL Shadow Day was organized this year for the first time for incoming 9th grade EL students from Miller Middle School to visit Lynbrook ELD and Sheltered courses to encourage and educate incoming families on Sheltered support classes offered.

Updates of WASC Action Plan Related to LCAP Goal #3

- Continue to address chronic absenteeism with supports and interventions so every student feels safe, connected, and aware of how social-emotional factors impact overall wellbeing
- Continuation of Wellness Committee comprised of students, parents, staff with a focus on the opening of Lynbrook's Wellness Space in 26-27 SY
- Representation on the FUHSD Wellness Council to ensure student needs and voice are contributed to inform both site and district
- Continuation of Lynbrook's Equity Task Force (ETF) to identify and address barriers
- First year implementation of Lynbrook Site Equity Action Team (SEAT) and continued participation in Student Leadership Academy/Racial Equity Student Leadership Academy (SLA/RESLA)
- Implementation of FUHSD Closed Tutorial Lessons to increase understanding of student social-emotional issues impacting their physical and mental health (Anti-Bias/Anti-Racist (ABAR), Purpose and Belonging)
- Continuation of Principal's Student Voice Group with representations from all grade levels and various student groups to provide input on school initiatives and activities
- Say Something anonymous reporting system for students provides an avenue for students to report concerning issues/behaviors for administration to follow up and intervene early
- Wellness Check-in form accessible to students to connect with school-based therapist
- FUHSD Closed Tutorial on Title IX and Sexual Harassment for students to learn about Title IX, sexual harassment, and how to report it
- Student assembly and guest speaker, Dr. Cheri Mah, on sleep optimization and wellness, and additional webinar open to parents and students
- Student assembly and parent education, Center for Respect speaker Mike Domitrz
- ASB Wellness Week for students leading into semester 1 finals (Animal Assisted Happiness)

- Staff Wellness Coaching available to Lynbrook staff, with lunch group approximately once a month
- Whole Staff Appreciation Week in March

Local Indicators that Relate to Excellence, as determined at FMA Retreat 2025

Lynbrook's 4C's - Citizenship and Character,
Communication, Collaboration, and Creative Critical Thinking

One indicator of excellence at Lynbrook High School is the development of citizenship and character, one core component of Lynbrook's 4C's, aligned with FUHSD LCAP Goal #3 and Lynbrook's WASC Goal focused on student well-being. Lynbrook's consistently low suspension and expulsion rates reflect a school culture in which students strive to meet high academic, behavioral, and social expectations. These outcomes demonstrate students' sense of responsibility, respect, and accountability, and contribute to a positive and supportive learning environment.

Results from the California Healthy Kids Survey show high levels of school connectedness and school safety, along with low rates of violence victimization, harassment, mean rumors, and fear of being harmed. A strong majority of students report feeling safe at school, indicating that students experience Lynbrook as a safe, supportive, and caring campus where positive relationships and mutual respect are the norm.

Students further demonstrate citizenship and character through meaningful contributions to the school community in groups such as: Student Voice Group, Equity Task Force, Climate Collective, Wellness Committee, Link Crew, SEAT, and Fremont Union Student Leadership Academy (FUSLA). Lynbrook students refine their citizenship and character as they exhibit curiosity, mindfulness, resilience, leadership, and a strong sense of ownership in shaping school culture.

FUHSD LCAP GOAL #4

Students, parents, staff, and other educational partners will have a variety of opportunities to learn about and give feedback on school and district priorities, expenditures, and programs, as evidenced by educational partner participation and input.

Lynbrook High School WASC Goal	Improve the communication of the progress of learning.
Lynbrook High School Target	• Provide professional development sessions for teachers to use technology tools to develop different ways to communicate with students about their learning beyond traditional scores and grades.

Data Presentation of LCAP Goal #4 - Educational Partner Engagement

California School Staff Survey (CSSS) and the California School Parent Survey (CSPS)

The California School Staff Survey (CSSS) and the California School Parent Survey (CSPS) are two companion surveys to the California Healthy Kids Survey. They were developed by the California Department of Education's California School Climate, Health, and Learning Survey (CalSCHLS) System to provide key data on school climate and safety, learning supports and barriers, educational partner engagement, and youth development, health, and well-being. The questions are aligned between all 3 surveys - CHKS, CSSS, and CSPS. While we have student responses beginning in the 2022-23 school year, we began the administration of the CSSS and CSPS in the 2024-25 school year.

Table 4.1: Responses to the California School Staff Survey and the California School Parent Survey at Lynbrook High School

Average Percentage of Parent or Staff Reporting "Agree" or "Strongly Agree"			
Indicator	**2022-23**	**2023-24**	**2024-25**
Parent Response - this school gives students opportunities to 'make a difference' by helping other people, the school, or the community	N/A	N/A	94%
Parent Response - this school keeps me well-informed about school activities	N/A	N/A	95%
Staff Response - this school encourages opportunities for students to decide things like class activities and rules	N/A	N/A	85%
Staff Response - this school is welcoming to and facilitates parent involvement	N/A	N/A	92%

Source: https://calschls.org/reports-data/

Table 4.2: 3 Year Comparison of Responses to the California Healthy Kids Survey at Lynbrook High School

Average Percentage of Student Reporting "Agree" or "Strongly Agree"			
Indicator	**2022-23**	**2023-24**	**2024-25**
Student Response - parents feel welcome to participate at this school	49%	52%	56%

Source: https://calschls.org/reports-data/

Educational Partner Engagement Summary

Committee	Description	Site Participation
Climate Collective	The FUHSD Climate Collective is a student-directed team of students, teachers, and district leaders focused on addressing climate change. The group promotes sustainable district practices, educates students on environmental issues, and leads initiatives such as tracking the district's carbon footprint, improving recycling, and supporting home composting. They also foster future environmental stewards through field trips, lessons, and green tech career exploration.	*Staff and student only committee* LHS Staff - 4 LHS Students -15
District English Learner Advisory Committee	The District English Learner Advisory Committee (DELAC) advises the district on English Learner programs and services. Its responsibilities include helping develop the Master Plan for EL programs, setting program goals, and reviewing reclassification procedures. DELAC is required for districts with 51 or more English Learners and must include school staff, parents, and community members, with at least 51% being parents of English Learners who are not district employees. Members are elected by site ELACs.	LHS Staff - 2 Parents across district - 18
Intradistrict Council	The Intradistrict Council (IDC) includes student representatives from all five FUHSD schools and Middle College. With two IDC reps and the ASB President from each site, plus the Student Board Representative, the group plans district-wide events—such as rallies, dances, and exchanges—and provides student perspectives for Board of Trustees reports.	*Staff and student only committee* LHS Staff - 1 DO Staff - 2 LHS Students - 4
Nutrition Services Student Committee	Nutrition Services Student Committee includes student representatives from all five FUHSD schools and serves as a liaison between the student body and the Nutrition Services department. Each school year, the committee helps with menu surveys/polls, samplings, menu promotion and social media posts. In total, the committee has 12 student members- 2 representatives/high school plus 2 lead members	*Student only committee* LHS Students - 2
Wellness Council	The FUHSD Wellness Council began in 2007 in response to new regulations on food and beverages in schools and has since focused on student wellness issues such as sleep, school–life balance, and stress. Re-convened in 2023, the Council reaffirmed the District's commitment to wellness and updated its Belief Statements. Members share wellness information across school and community networks, and meetings address topics such as CA Healthy Kids Survey data, school planning, and updates from Nutrition Services.	LHS Staff - 3 LHS Students - 6 LHS Parents - 1
Family Engagement Committee	The Family Engagement Committee (FEC) functions as the District "LCAP Committee", representing parents and classified, certificated and administrative staff from each comprehensive site including a parent of a student with a disability.	*Staff and Parent only committee* LHS Staff - 1 LHS Parents - 1

SELPA Community Advisory Committee	The purpose of the CAC is to advise the Governance Council of Superintendents via the SELPA Executive Director about the development, amendment, and review of the Local plan, annual priorities, parent education and other special education related activities outlined in CA Education Code 56194. This committee works collaboratively with local governing boards to have a significant and positive impact on the programs and children they serve. The CAC provides community voice and supports community awareness of the unique needs of children with disabilities as well as programs and services available to them and their families. Cupertino Union, Sunnyvale Elementary and FUHSD continue to also host regional parent collaboration meetings that promote parent education.	*Staff and Parent only committee* LHS Staff - 0 LHS Parents - 0 DO Staff - 1
Site Equity Action Team (SEAT)	SEAT (Site Equity Action Teams) is a team of students and school staff who come together to make our school more fair, inclusive, and supportive for everyone. Sometimes, school systems or traditions can leave certain students feeling left out or unheard. SEAT will help our schools look closely at those systems and figure out how to make positive, lasting changes. This isn't just a short-term project—it's about building long-term improvements that will help future students too.	*Staff and Student only committee* LHS Staff - 3 LHS Students - 6
Student Civic Leadership & Engagement Academy (formerly RESLA)	Student leadership academy designed for high school students to work alongside educators and administrators. Three full-day sessions over the course of the school year focus on leadership development, problem-solving, and effective communication. Emphasis is placed on equipping student leaders with actionable strategies to address incidents of bias, exclusion, or conflict among peers.	*Staff and student only committee* LHS Staff - 2 LHS Students -10

Site Summary -

- CSPS survey results indicate parents feel that Lynbrook does well in providing students opportunities to contribute positively to others, the school and community (94%), and that the school keeps parents well informed with school activities (95%)
- Although the CSSS survey results indicate Lynbrook staff perception of the school welcoming parent involvement is high (92%), student survey results indicate a much lower perception with 56% of students agreeing/strongly agreeing that parents feel welcome to participate at school. However, student agreement that parents feel welcome increased from 49% to 56% over the last three years demonstrating a positive trend in student perception.
- The Lynbrook community receives many opportunities to engage with campus life. They are well-informed regarding academic progress, student performance on state testing, and various school events.
- DELAC provides structure and opportunities for EL parents to give feedback on EL programs and services, along with participating in district EL goals and processes. Need to continue ongoing efforts to improve communication and access for families, particularly EL.

Summary Analysis of Progress on LCAP Goal #4

Activities in Coordination with Metrics

- Various opportunities for engagement and feedback for all educational partners
- Regular PTSA meetings and Executive Board Meetings via Zoom
- School Site Council Meetings are monthly with a hybrid of in-person and Zoom meetings
- Principal's Coffee meetings, including Student Panels
- Lynbrook Excellence in Education monthly meetings
- Athletic Boosters, Lynbrook Instrumental Music Boosters
- Job Shadow Program through PTSA
- Various Course Selection, Guidance Nights, Financial Aid, and informational events for families offered throughout the year by counseling department (including several incoming 9th grade events to help guide students and parents for high school transition - additional events for SPED and ELD)
- Seasonal Athletic Parent Meetings offered at the start of each Fall, Winter, Spring season with Athletic Director and Assistant Principal of Athletics
- Coffee with Counselors offered regularly throughout the school year for informational academic and college planning
- DELAC and ELAC meetings: ensures representation and advocacy for EL students and families at both district and site level
- Wellness Committee comprised of students, parents and staff
- Equity Task Force comprised of students, parents and staff
- Wellness Council representation at district level
- Climate Collective comprised of students and teacher advisors
- Student Voice Group comprised of students from various grade levels and diverse student groups
- Variety of guest speakers for students and parents: Center for Respect speaker Mike Domitrz and Dr. Cheri Mah, sleep physician and Stanford research scientist, Quinn Theobald on the topic of AI, Dr. John Duante, a college admissions expert
- Weekly communication to students, parents, staff via The Week Ahead on school activities, events, and celebrations
- Principal Instagram account to foster and promote connection between families, students, and staff
- Photos published and documented on the school SmugMug website
- Students, parents and teachers are active Schoology users
- Communication tools such as Schoology and Reach My Teach (RMT) are utilized by staff regularly
- Lynbrook's school website is updated regularly with important news, announcements, calendar of events
- Progress report communication every grading period on student academic progress

Overall Progress Towards the Goal

- Lynbrook continues to make progress towards LCAP Goal #4 by providing various opportunities for students, parents, and staff to engage with the school community and provide input on district priorities.

Summary Status Update of WASC Action Plan Related to LCAP Goal #4 -

- Through district and site level structures, Lynbrook has expanded opportunities for students, parents, and staff to access information, provide input and engage in conversations about school priorities, programs, and student progress. Various structures include: Wellness Council, Wellness Committee, Equity Task Force, Climate Collective, School Site Council, PTSA, DELAC, ELAC, IDC, Student Voice Group
- Survey data from CSSS and CSPS provide strong evidence that parents are well-informed about school activities (95%), staff report the school is welcoming and facilitates parent involvement

(92%), and staff report students are encouraged to participate in decision making (85%). These outcomes reflect a continued improvement in transparency and accessibility.
- Educational partners are able to engage via both in-person and virtual events throughout the school year.
- Ongoing professional development continues to improve communication about student academic progress. PD supports teachers in using technology to share student progress and provide feedback in meaningful ways: Schoology use, PD, and resources (Site Innovation Coach), Communication Best Practices and Reach My Teach (RMT), August PD by FUHSD Innovation Coaches